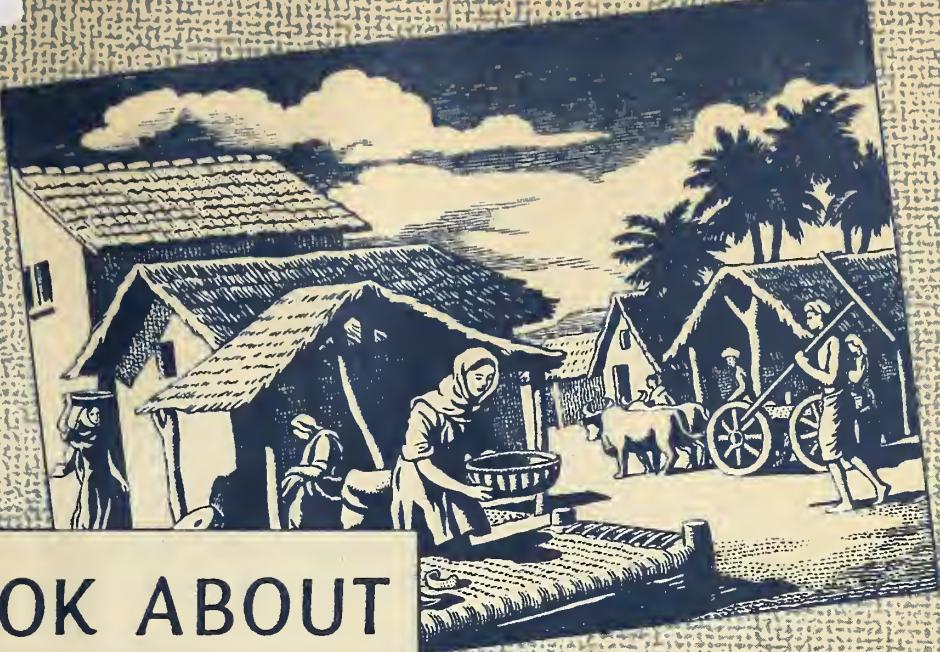


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MY BOOK ABOUT

# OLD WORLD LANDS

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*Dear Friend,*

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for you to use in expressing your best thinking.  
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*Sincerely yours,  
The Author*

# MY BOOK ABOUT OLD WORLD LANDS

By

PEARL H. MIDDLEBROOK

Due  
G 126  
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Whbk

BASED ON  
OLD WORLD LANDS  
BARROWS • PARKER • SORENSEN

*Copyright, 1949, 1952, 1954, by* SILVER BURDETT  
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DALLAS  
ATLANTA



Figure 1. The New World on a globe

## THROUGH MANY CENTURIES

Six continents. 1. How many New World continents are shown on Figure 1? \_\_\_\_\_  
2. How many Old World continents are shown on Figure 2? \_\_\_\_\_

3. Check your answer to question 2 by reading the first column on page 1 of your geography, OLD WORLD LANDS.

4. Print the name of each continent carefully on Figures 1 and 2 in this book.

5. Also print the names of the Atlantic, Pacific, and Indian oceans on the globe maps.

6. Color the oceans and other water areas light blue on the globe maps.

7. Use your pencil to make the boundary line between Europe and Asia heavier.

Explaining. 1. Figure 1 in OLD WORLD LANDS is a colored photograph of a real globe. Only a bit of Australia is shown. Part of Africa is missing. Can a real globe be turned so that all parts of the four continents of the Old World can be seen at one time? \_\_\_\_\_ Can the two continents of the New World all be seen at once? \_\_\_\_\_



Figure 2. The Old World on a globe

2. How do you know that Figure 2 above is *not* a photograph of a real globe?

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**Australia.** 1. With your pencil, write the word **Equator** on the dotted line on both Figure 1 and Figure 2 in this book.

2. So small a part of Australia is shown on Figure 1 in OLD WORLD LANDS that you are told very little about that continent. What can you read about Australia from

Figure 2 above? \_\_\_\_\_

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3. On which side of homes in southern Australia would porches have to be built in order to get the noon sun throughout

the year? \_\_\_\_\_

4. Tell why you answered question 3 as you did. \_\_\_\_\_

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Two graphs. You can make a graph to show how the area of Eurasia compares with the area of the rest of the world by following these directions.

1. Color green the first space in the frame below.
2. Color orange the other two spaces.
3. Print the name Eurasia on, or above, the green space.
4. Print "Rest of the world" above, or across, the other two spaces.



Figure 3. \_\_\_\_\_

5. Use the two frames below to make a graph showing that "Africa is three times as large as Europe."

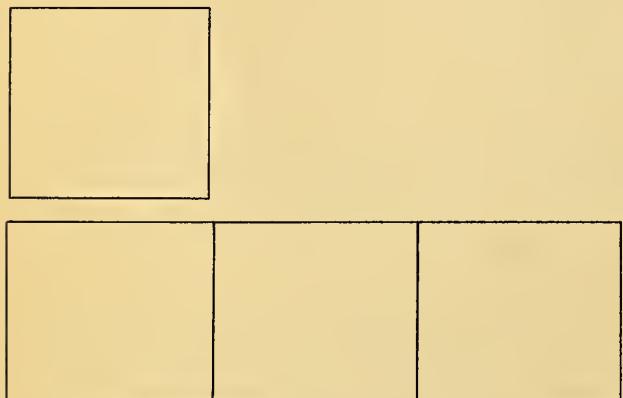


Figure 4. \_\_\_\_\_

6. Make good titles for each graph.

Adding signs to the globe maps. 1. On Figure 2 in this book, draw small arrows pointing to the Strait of Gibraltar and to the Isthmus of Suez.

2. Print *M. S.* in the Mediterranean Sea.
3. Find the long, narrow bay where the Mediterranean Sea extends farthest north. Put a dot at that bay's northern end. Then put a dot in the center of Lake Michigan on Figure 1. Those two dots are about the same distance from the equator.
4. On Figure 2, find the bay where the Mediterranean Sea extends farthest south. Put a dot at the point farthest south. Then put a dot at the mouth of the Mississippi River on Figure 1. Those two places are about the same distance from the equator.
5. The area between the two dots on the New World globe is land. In the Old World, much of the area between the two dots is water. Remember this difference as you read "Around the Mediterranean" on pages 1-7, O.W.L. (O.W.L. refers to your geography, OLD WORLD LANDS.)

### *Around the Mediterranean*

People of long ago. There are four paragraphs in the story "Before civilization began" on pages 1 and 2, O.W.L.

1. Which paragraph suggests the people in Figure 5 on the opposite page?

2. What things in the picture helped you to decide as you did?

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3. If you care to color Figure 5, you may want to ask your art teacher to help you. Here are some suggestions.

Leave the clouds white but make the rest of the sky light blue.



Figure 5.

Make the flat-topped hill in the distance light brown.

Make the trees green; the floor of the cave, brown; the fire, red.

4. Then give the picture a good title.

Learning how. Discoveries made at the beginning of civilization were as important at that time as was discovering how to use electricity thousands of years later. What four early discoveries do you recall from reading page 2 of your geography?

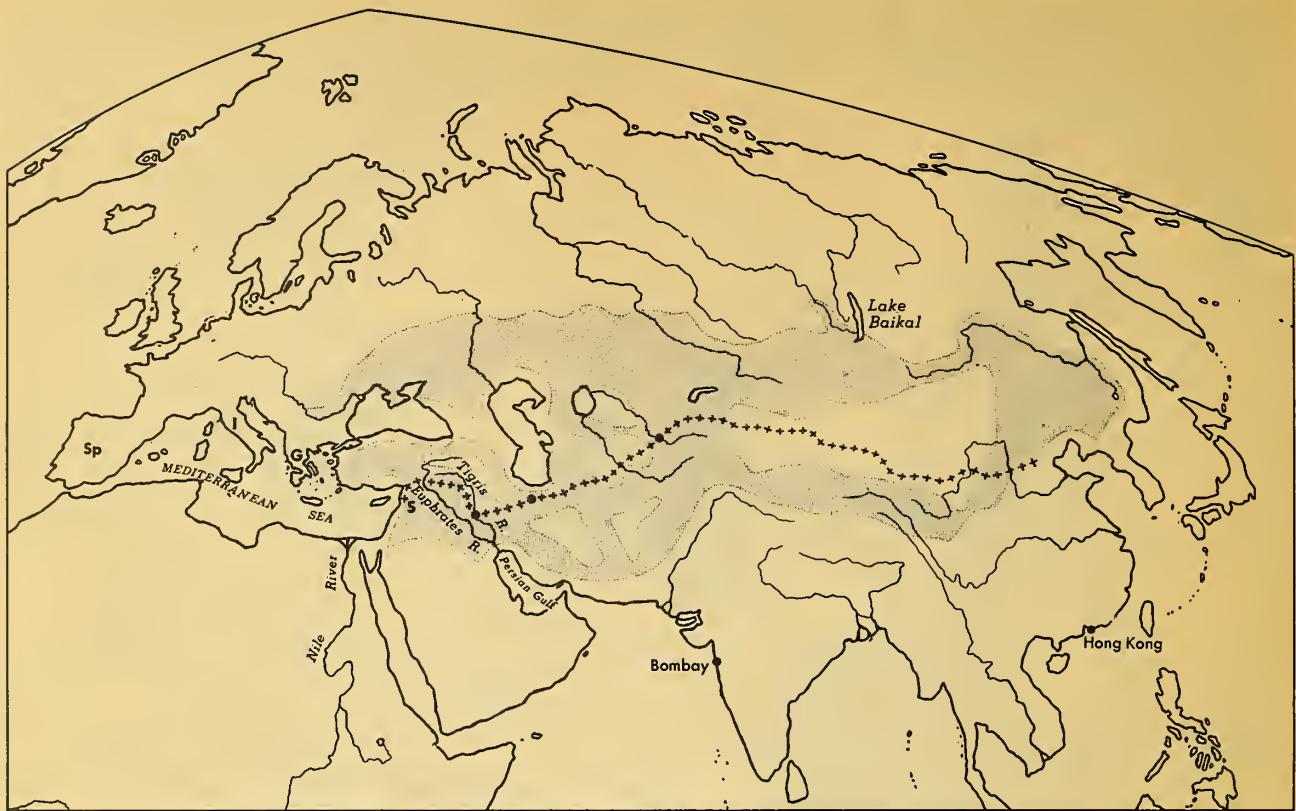
People and places. Each of the two groups of words below suggests one way of making a living. What are persons called who make their livings in those ways? Use your answers for titles in the blanks.

Rich soil  
Dependable rainfall  
Fixed homes  
Wheat, barley, and other grain

Steppes  
Uncertain rainfall  
Movable tent homes  
Cattle, sheep, goats, horses, and camels

On the map. 1. Find the rivers that are named on the map on the next page. Which river flows downstream north?

The \_\_\_\_\_



**Figure 6.** Map showing two “cradles of civilization” and some of the steppe lands

2. Draw a heavy green line along *only the downstream half* of all three rivers.

3. Which title on page 5 names the people who lived and worked in the valleys that

you have colored green? \_\_\_\_\_

4. The dotted areas on the map above are grasslands. Color them yellow. What

is another name for them? \_\_\_\_\_

5. In which of the two kinds of areas colored on the map did most progress take

place? Those colored \_\_\_\_\_.

6. If either of the following ways of living seems to you to help explain your answer to Question 5, draw a line under that way of living.

(1) traveling about from place to place

(2) living in fixed homes

7. What sometimes caused the people who lived in the yellow areas to make raids on the people who lived in the green areas?

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8. Early traders who carried goods overland from one settled area to other settled areas had to be able to find their way across desert wastes. They had to know how to plan for food and drink for themselves and for the camels or horses that carried them on their long trips.

Which kind of worker that you used for a title on page 5 would be better trained

to become traders? The \_\_\_\_\_.

**Both then and now.** 1. Which one of the three paragraphs in "On the shores of the Mediterranean," page 6, o.w.l., tells about ways of work that have continued there through the ages?

The \_\_\_\_\_

2. Question 8 on the opposite page tells you some things that early desert traders had to know. What are some of the things that early traders along Mediterranean shores had to know?

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3. Why are the islands in the Mediterranean Sea called "steppingstones"?

Because they \_\_\_\_\_

4. What is meant when the Mediterranean is called a great "melting pot"? There is a five-word sentence in the first column on page 7, o.w.l., that will help you answer.

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**Along Mediterranean shores.** 1. Color the Mediterranean Sea light blue on the map on the opposite page.

2. Then fill each of the following blanks with some letter that you find on that map.

- (1) \_\_\_\_\_ Where the Phoenicians lived  
(2) \_\_\_\_\_ Where the *first* people to explore

the western end of the Mediterranean lived

- (3) \_\_\_\_\_ The part of Europe nearest the river valleys colored green  
(4) \_\_\_\_\_ Where civilization *in Europe* began

- (5) \_\_\_\_\_ Three peninsulas on the northern side of the Mediterranean Sea

- (6) \_\_\_\_\_ Where the people lived who were *second* in exploring the western end of the Mediterranean Sea

**Changing fronts.** 1. Name the Atlantic Ocean on Figure 6 on the opposite page.

2. Which of the peninsulas along the northern side of the Mediterranean Sea has the greatest advantage for travel and trade on the Atlantic Ocean?

The peninsula of \_\_\_\_\_

3. What two countries occupy that peninsula today? S\_\_\_\_\_ and P\_\_\_\_\_

4. Show where China and India are by writing their names on the map in Figure 6.

5. What oceans do those countries touch?

\_\_\_\_\_ and \_\_\_\_\_

6. Name those two oceans on Figure 6.

7. Then read about trade and travel to the Far East on pages 7-11, o.w.l.

### To the Far East

**An early overland route between East and West.** 1. Find the S on the map on the opposite page.

As you know, that letter marks the location of ancient Syria—and of modern Syria, too. Figure 6 is repeated at the top of the next page. On that map, change the cross nearest the S to a dot, to remind you that that place was once a starting point for early overland routes to the Far East. The other crosses on the map show one of the most-traveled routes.



**Figure 6 (repeated).** Early water and land routes between East and West

2. Find the first dot to the east of Syria. That dot stands for the city of Baghdad. On what river is Baghdad?

On the \_\_\_\_\_

Caravans traveled about 700 miles from the Mediterranean coast of Syria to Baghdad. Show this on the map by putting a tiny 700 near the route above the word Euphrates.

3. Find the next dot to the east of Baghdad. That dot stands for the city of Teheran. The caravan distance between Baghdad and Teheran was about 450 miles. Put a tiny 450 along that part of the route.

4. The next dot to the east and north of Teheran stands for Tashkent. Find it on Figure 6. The caravan distance between Teheran and Tashkent is about 1000 miles. Put a tiny 1000 along the route between those two cities.

5. From Tashkent to the end of the caravan route in China was a distance of 3000 miles. Put a 3000 along this part of the route.

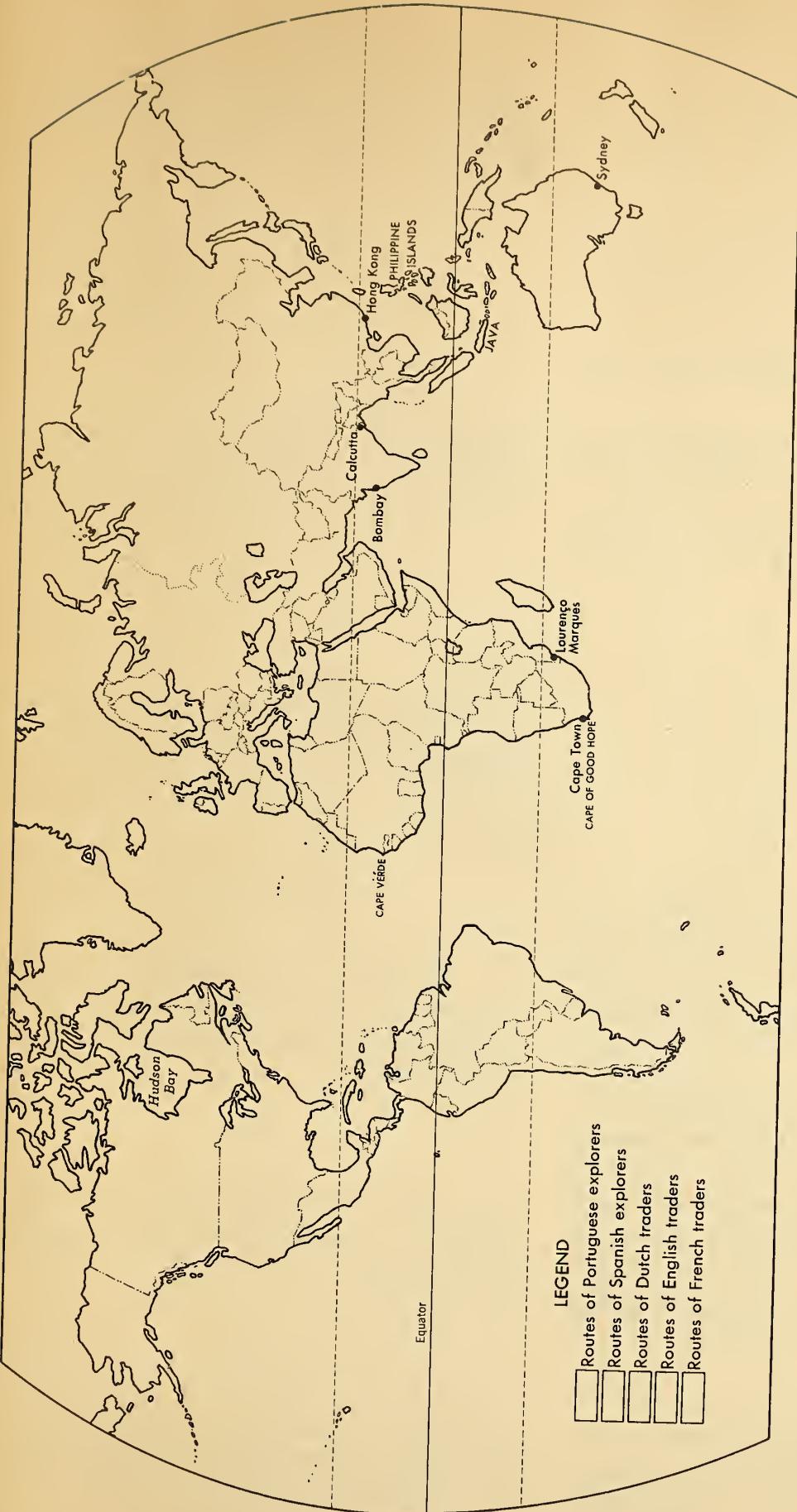
What was the total distance that caravans traveled through hot deserts and over snowy mountains to carry goods between China and Syria? \_\_\_\_\_ miles.

**Water-and-land route.** On Figure 6, draw a red line near the coast between Hong Kong and Bombay and continue it to the northern end of the Persian Gulf. (You will have to run off the map in one place.) Extend this route overland to Syria.

**New routes needed.** 1. In the first column on page 9, o.w.l., lines 35 and 36, it says, "They seized and closed the western end of one route after another." Who were the "they" in that sentence?

The \_\_\_\_\_  
2. What did Europeans then try to find?

3. Which country led in this search?  
\_\_\_\_\_



**Figure 7.** Map showing new trade routes that were used after old routes to Far East were closed

- New routes found.**
1. Draw a light green line from Portugal to Cape Verde on the map above. Extend the line to Cape of Good Hope, then around the southern end of Africa to Lourenço Marques and on to India.
  2. Did the Portuguese finally reach southern China? \_\_\_\_\_ If they did, extend the line to Hong Kong.
  3. With a different color, show where Spanish explorers searched for new routes. Columbus first landed on one of the islands southeast of the United States. If you imagine the map wrapped around a globe, it will help you in showing Magellan's route.
  4. With the same color that you used to show Columbus' and

3. With a different color, show where Spanish explorers searched for new routes. Columbus first landed on one of the islands southeast of the United States. If you imagine the map wrapped around a globe, it will help you in showing Magellan's route.
4. With the same color that you used to show Columbus' and

Magellan's routes, show a route across Mexico to remind you that the Spanish used that route also in their Far East trade.

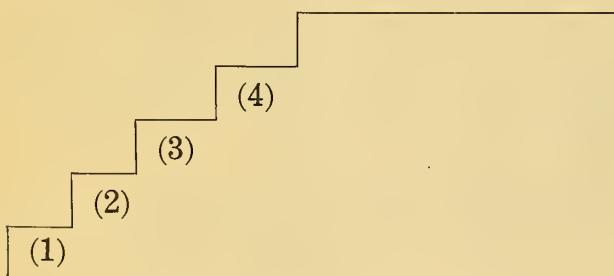
5. Use still a different color to show the route used by the Dutch to get from Holland to Java.

6. With a fourth color, show routes used by the British. Make the British route divide so that branches go to both coasts of India, to Hong Kong, and to the eastern coast of Australia.

7. With a fifth color, show French routes. Show that French as well as British routes led to both coasts of India.

8. Then fill the squares in the map legend for Figure 7 with the right colors.

A diagram. 1. Write *Expansion of Europe* on the long "landing" at the top of the steps in the diagram below.



2. *Expansion* means a spreading out. Which of these four things—colonies, the compass, longer voyages, or trade—was the "first step" toward the expansion of

Europe? \_\_\_\_\_ Draw a tiny picture of that thing on the first step.

3. Write the initials of what came next on the second step.

4. Write the initials of the third and fourth steps on the blanks numbered (3) and (4).

5. Think how each step in the diagram led to the next step. In what way was Europe expanded, or spread out, by colonies?

## *A Continent of Colonies*

Africa on the map. 1. On the map in Figure 7, o.w.l., find three large African lands whose names suggest that they are related to countries in Europe.

F \_\_\_\_\_ W \_\_\_\_\_ A \_\_\_\_\_

B \_\_\_\_\_ C \_\_\_\_\_

I \_\_\_\_\_ S \_\_\_\_\_

2. Under the names on Figure 7 of other related lands in Africa, you can find abbreviations for other European countries. Make a list of those countries here.

P \_\_\_\_\_ B \_\_\_\_\_

S \_\_\_\_\_

3. Which of the six countries named or suggested above do you find in the legend of Figure 7 in this book?

\_\_\_\_\_

4. Were those four countries interested in Africa, or interested in getting around Africa, during the early days of trade with the Far East?

5. From your examination of the map in Figure 7, o.w.l., tell which two European countries have the largest number of related lands in Africa.

\_\_\_\_\_ and \_\_\_\_\_

6. Read the stories in "A Continent of Colonies," on pages 11-16, o.w.l., to learn how lands in Africa became divided among so many European countries.

**A divided Africa.** 1. To show the chief areas related to Britain (but not independent, 1954) color red on this map—

Gambia      Uganda  
Gold Coast    Nigeria  
Kenya        Sierra Leone  
Bechuanaland  
British Somaliland  
Tanganyika  
Federation of Rhodesia  
and Nyasaland

2. Draw a red line under the names *Union of South Africa* and *Anglo-Egyptian Sudan* to show that these related British lands are members of the Commonwealth of Nations.

3. Color green the following members of the French Union—

Tunisia  
Algeria  
Morocco  
Madagascar  
French West Africa  
French Equatorial Africa

4. Color yellow Spain's *Rio de Oro*, *Spanish Morocco*, and *Rio Muni*.

5. Color blue Portugal's *Angola* and *Mozambique*.

6. Color the *Belgian Congo* light brown.

7. What is true of these three countries?

Liberia \_\_\_\_\_

Ethiopia \_\_\_\_\_

Egypt \_\_\_\_\_

8. Complete the legend for Figure 8.

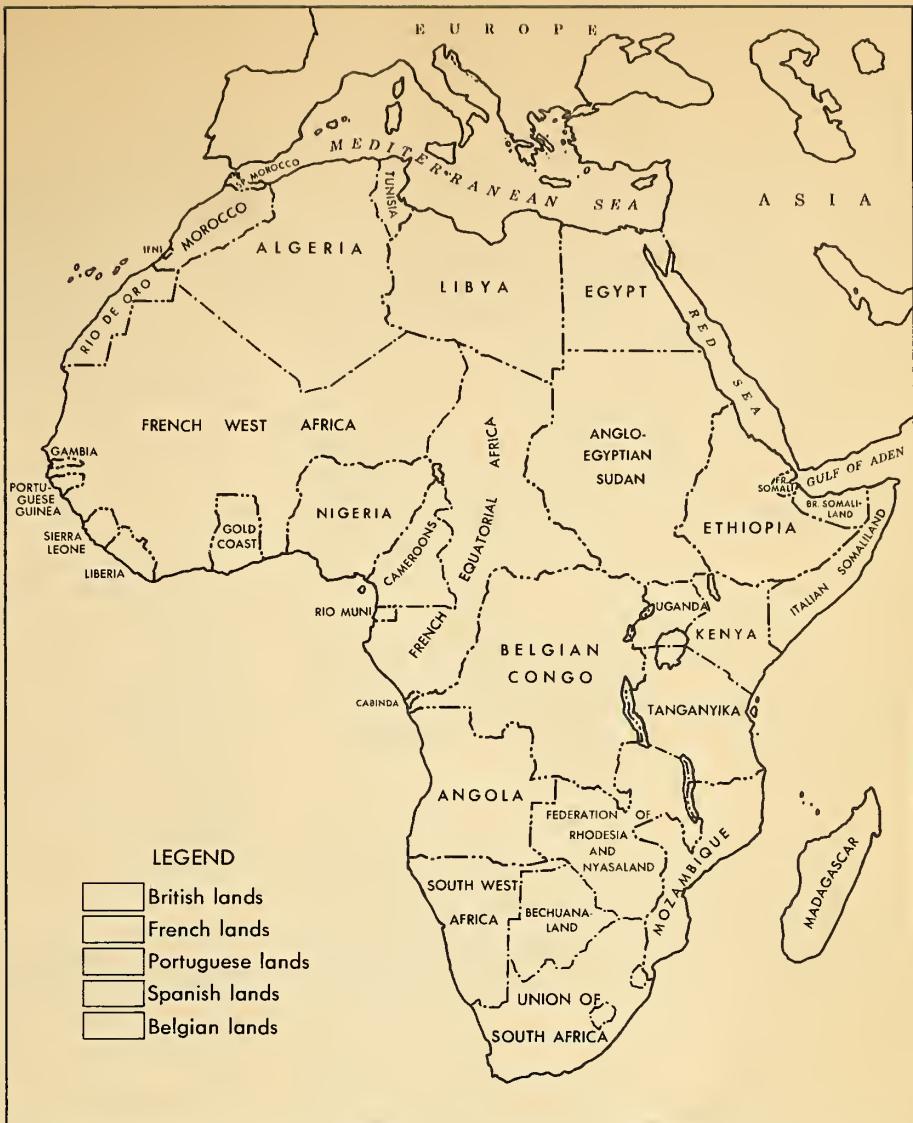


Figure 8. A continent of colonies

**A shorter trade route.** 1. Look again at the trade routes you drew on Figure 7.

2. The explorations that led to the discovery of those long routes were made just before and soon after the year 1500. About 369 years later, trade between Europe and the Far East was made much easier. What

happened to make it easier? \_\_\_\_\_

3. Draw a dotted line on the map above to show the new route from Gibraltar through the Mediterranean and Red seas.

4. There are three very narrow places in the part of the new route that you have just drawn on Figure 8. One of them, of course, is at the Suez Canal. Where are the other two?

West end of the \_\_\_\_\_

South end of the \_\_\_\_\_

On Figure 8, put an arrow in Egypt that points toward the Suez Canal.

5. The picture on page 12, o.w.l., shows part of one of those narrow places. What country owns the place shown in that pic-

ture? It is owned by \_\_\_\_\_.

6. Britain felt it was necessary to get control of Egypt because of one of those narrowest places. Which one was that?

7. What British land in Africa is near the narrow south end of the Red Sea? You colored this land red on the map on page

11 in this book.\_\_\_\_\_

8. Find from the map in Figure 14, page 20, o.w.l., what country gained control of the land in Asia near the narrow southern

end of the Red Sea.\_\_\_\_\_

### *Eastern Europe and Northern Asia*

Russia on the map. 1. Find Moscow, the capital of Russia, on Figure 5, o.w.l.

2. How does the surface of eastern Europe differ from that of western Europe?

3. Imagine centering a quarter over Moscow on the map in Figure 5, o.w.l.  
(1) The quarter would touch what two

rivers that flow into the Black Sea?

\_\_\_\_\_ and \_\_\_\_\_

(2) Would the quarter touch the Volga?

\_\_\_\_\_ Into what sea does the Volga flow?

(3) Into what other coastal waters do rivers from the Moscow area flow?

\_\_\_\_\_

4. Find out how Russian rivers helped in the expansion of Russia, by reading the stories on pages, 16-18, o.w.l.

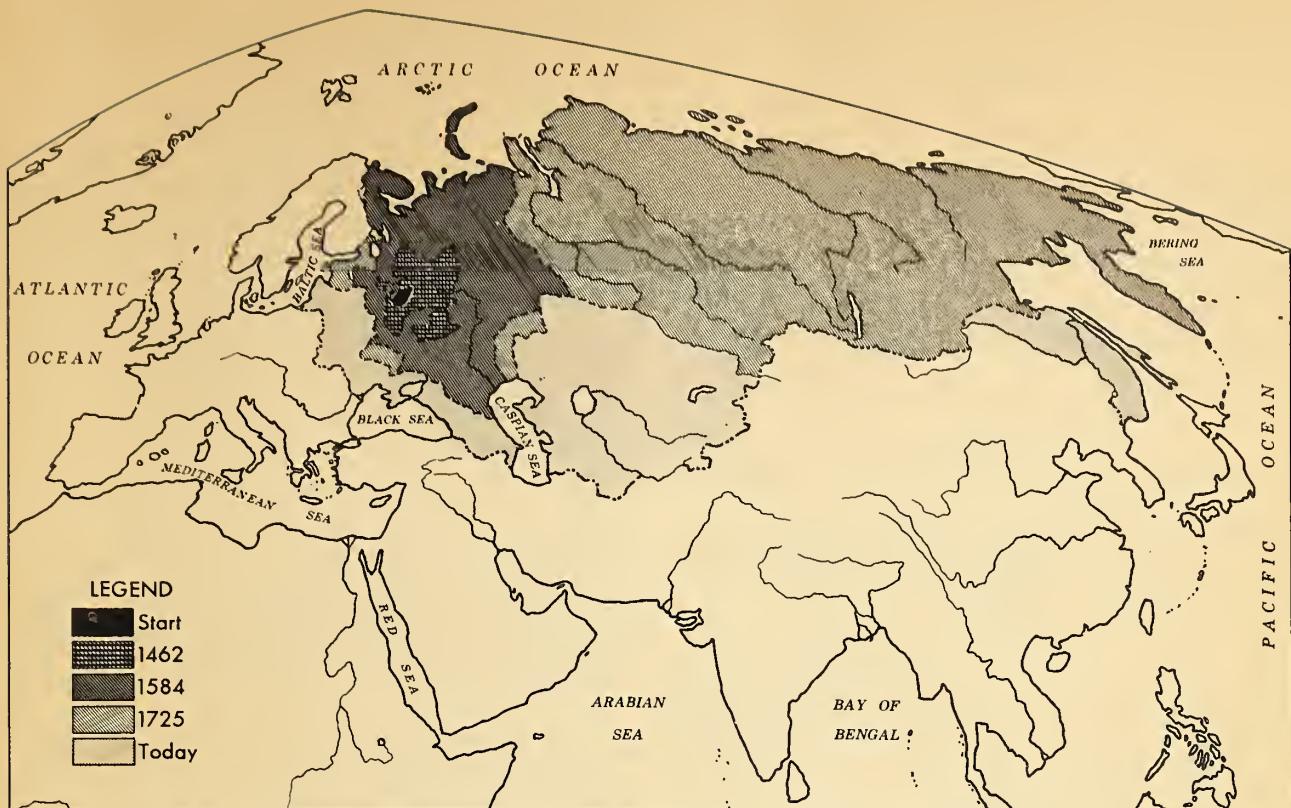
Expansion by annexation. 1. The smallest (black) area on the map on the opposite page shows the area of Russia about 800 years ago. When was that?

2. Color blue the next darkest area on Figure 9. Russia had expanded to that size by 1462. Had western European nations begun to trade with the Far East by going around Africa as early as that?

3. Color red the next darkest area on Figure 9. Russia had expanded to that size by 1584. Were western European nations using the trade routes around Africa then?

4. Color green the huge area marked by lines running northwest and southeast. Russia had expanded to that size by 1725. What "windows" had Russia gained by this expansion?

5. Color yellow the lightly dotted areas on the map. The map then will show the



**Figure 9.** Stages in Russia's expansion by annexation

area of Russia in January, 1949. Russia expanded by *annexation*. What does that mean?

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6. How were western European nations expanding between 1584 and 1855?

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**A puzzle.** Below are the first letters of three ways of describing Russian lands. If you cannot think what these three ways are, read again the stories on pages 16-18, O.W.L.

A \_\_\_\_\_ t \_\_\_\_\_

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I \_\_\_\_\_

L \_\_\_\_\_ l \_\_\_\_\_

**An "O" puzzle.** What two things have made Russia greatly interested in lands to the south of the Caspian Sea?

O \_\_\_\_\_ and O \_\_\_\_\_

### *The World Today*

**Centuries of civilization.** 1. Read the stories on pages 19-20, O.W.L.

2. Decide which of these lists shows that great progress has been made through the centuries. Then put a plus (+) above that list.

|            |
|------------|
| Science    |
| Inventions |
| Health     |
| Travel     |
| Education  |

|              |
|--------------|
| Waste        |
| Poverty      |
| Backwardness |
| Wars         |
| Ignorance    |

3. Underline each item in question 2 that names something found in the world today.

# BRITAIN AND RELATED LANDS

Two islands. 1. What name is used to include the islands shown on Figure 10? If you are not sure, find the two large islands and the near-by small ones in the upper left part of the map on page 4, O.W.L.

2. Fill the blanks in the title for Figure 10 with that name.

3. Into how many parts is the larger island divided?

Into \_\_\_\_\_ parts

Draw here ( \_\_\_\_\_ ) the kind of boundary line that separates those parts.

4. Into how many parts is the smaller island divided?

Into \_\_\_\_\_ parts

Draw here ( \_\_\_\_\_ ) the kind of boundary line that separates those parts.

5. Which kind of boundary line is used on the map to separate parts of the same country? ( \_\_\_\_\_ ) If you are not sure, look at the boundary lines between the parts of Australia on the map on page 13, O.W.L.

6. Which kind of boundary line shows separation between two independent countries? ( \_\_\_\_\_ ) Check your answer by looking at the boundary between Spain and Portugal or between Norway and Sweden on the map on page 4, O.W.L.

7. What does the kind of boundary line that divides the smaller island into two parts on Figure 10 suggest about those parts?

8. Check your answer by reading the stories on page 21 and on the upper part of page 22, O.W.L.

Maps and names. 1. Print the island name of the smaller island in Figure 10 across it from south to north so that some letters touch both parts of the island.

2. Print the island name of the larger island across it.

3. Color the larger part of the smaller island green.

4. Color all parts of Britain pink. How

many parts are included in Britain? \_\_\_\_\_

5. Is the larger part of the smaller island a part of Britain or is it an independent country? The larger part of the

smaller island is \_\_\_\_\_.

More maps and names. 1. Do the small black maps in Figure 11 show all of the British Isles, or just Britain, or just Ireland?

2. What related British land does the map numbered ① in Figure 11 show?

Dominion of \_\_\_\_\_

The map numbered ② ?

Commonwealth of \_\_\_\_\_

Write their names on those maps and color both maps pink.

3. The map numbered ③ shows three lands that are related to Britain—the Republic of India, the Dominion of Ceylon, and the Dominion of Pakistan. Color both dominions and the Republic of India pink.

4. The map numbered ④ shows the Union of South Africa. It is a dominion. Print its name along the side of that map. Then color the Union pink on the map.

5. The related British land on the map numbered ⑤ is New Zealand. It, too, is a dominion. Name it on Figure 11. Then color it pink.



**Figure 10.** \_\_\_\_\_  
on the map

6. List the lands you colored pink on the maps in Figures 10 and 11.

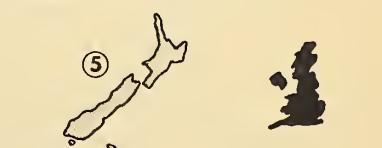
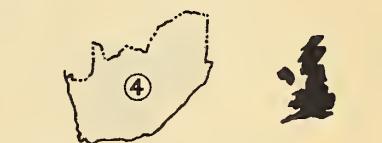
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**Figure 11.** \_\_\_\_\_

7. Place a C. N. after each land in the list above to show that, whether a republic or a dominion, each is a member of the British Commonwealth of Nations.

8. Make a good title for Figure 11.



© British Combine

Figure 12.

### *London*

London. 1. What two facts about London can you read from the picture, page 23, o.w.l.?

London is \_\_\_\_\_

London is \_\_\_\_\_

2. What can you read from the maps on pages 24 and 25, o.w.l., about London?

London is a \_\_\_\_\_

London is a \_\_\_\_\_

London is a \_\_\_\_\_

London is \_\_\_\_\_

London is \_\_\_\_\_

London is not near \_\_\_\_\_

London is not on or near \_\_\_\_\_

3. Read the stories about London on pages 22-27, o.w.l., to check your answers and to become further acquainted with this great city.

London pictures. 1. Is the part of London that you see on page 23, o.w.l., a large,

or a small, part of the city? \_\_\_\_\_

2. The camera was pointed eastward when

the picture on the opposite page was taken. Find in it three of the five things that you found in the picture on page 23, O.W.L. Name them.

3. In column one on page 23, O.W.L., find the sentence beginning, "In the picture a ship . . . ." That sentence tells what a close-up view, taken downstream from London Bridge at almost any time, might show. Figure 12 is such a view. Make a title for that picture and put it on the title line.

4. What are the small boats in Figure 12 called? \_\_\_\_\_ What does the picture suggest about their use? \_\_\_\_\_

5. The docks downstream from Tower Bridge are bordered by buildings like those in the picture. What are these buildings called?

\_\_\_\_\_ For what are they used?

6. What are the things with the three round pulleys at the top called?

\_\_\_\_\_ For what are they used?

7. The large ship in the center of the picture is from Leningrad, Russia. Through

what waters did the ship pass in sailing from Leningrad to London (p. 78, O.W.L.)?

8. The nearer ship in Figure 12 is unloading great rolls of newsprint and "drums" of oil. From what country might the newsprint have come?

**Reasons.** I. A reason for each of the following is named in the groups of words numbered 1, 2, and 3. Put the number of each reason in the blank before the thing it explains.

\_\_\_\_\_ Fording of Thames in early days

\_\_\_\_\_ Roads centering on London in early days

\_\_\_\_\_ Building of dock basins with openings at both ends into Thames River

1. Great bends in lower Thames; low almost flat land along both banks
2. Location of London at point farthest downstream that could readily be bridged
3. Shallow, narrow place in river

II. In London, each of the following things should make you think of one of the numbered groups of words at the bottom of the column. Show which one by placing its number in the right blank.

\_\_\_\_\_ Scarcity of skyscrapers

\_\_\_\_\_ Brick or cement houses \_\_\_\_\_ Subways

\_\_\_\_\_ London Bridge \_\_\_\_\_ Tower Bridge

1. Head of ocean navigation on the Thames
2. Scarcity of timber in the British Isles
3. Clay soil
4. Point farthest downstream where river was narrow, and where land was not low and marshy

## *How Britain Lives*

Using graphs for comparison. 1. How many squares are in the drawings below?

\_\_\_\_\_ squares.

2. If each of those squares stands for 94,000 square miles, it takes only the one square at the top to represent the area of Britain. Write Britain in the margin at the left of the top square.

3. The other 32 squares are needed to stand for the area of the United States. Write the name of our country in the margin at the left of those squares.

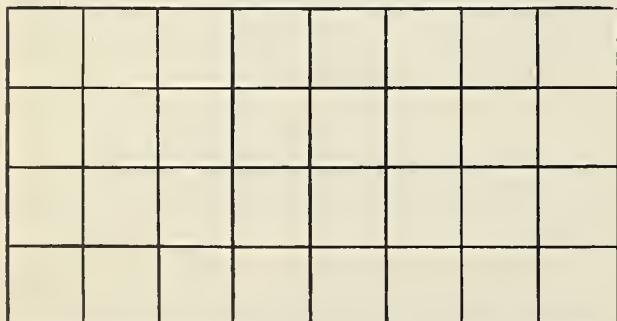
4. What does the graph show now? It

shows that the United States is \_\_\_\_\_ times as large as Britain.

5. Britain has nearly 70 cities with populations of 100,000 or more. In the top square put 67 tiny dots a bit larger than periods.

6. The United States has 106 cities of 100,000 or more people. Put 8 tiny dots in each of the first five U. S. squares; 6 dots in each of the next three squares; and 2 dots in each of the other 24 squares.

7. Complete the legend for your graph.



stands for 94,000 square miles

stands for a city of more than 100,000

**Figure 13.** An area and large cities graph

8. What new fact is shown by adding the dots to your graph?

The graph now shows that Britain, al-

though small, has about \_\_\_\_\_ as

many large cities as the \_\_\_\_\_.

9. What kinds of work are suggested by so many large cities?

T \_\_\_\_\_ and m \_\_\_\_\_

10. The kind of work whose name begins with "m" above requires huge amounts of what kind of materials?

R \_\_\_\_\_ materials

11. How does the map on page 25, O.W.L., suggest that it might be hard to raise enough food in Britain for Britain's large

population? \_\_\_\_\_

12. Check your answers by reading "How Britain lives," pages 27 and 28, O.W.L.

Trade. 1. Sometimes it is said that trade is a "two-way street." What do you think

that means? \_\_\_\_\_

\_\_\_\_\_

2. Put E before each of the following things that Britain exports, or has in the past exported, in large amounts.

Put I before each thing imported in large amounts.

\_\_\_\_\_(1) Food and raw materials

\_\_\_\_\_(2) Finished goods (manufactured in Britain)



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Figure 14.

- \_\_\_\_\_ (3) Money to be invested in mills,  
factories, railroads, mines, etc.  
in other lands
- \_\_\_\_\_ (4) Money spent abroad in operating  
British-built ships at a profit
3. Which items could be called "investments abroad"? Numbers \_\_\_\_\_ and \_\_\_\_\_
4. Upon what two natural resources  
named on the map on page 25, o.w.l. does  
much of British ship building and ship  
operating depend?  
\_\_\_\_\_  
and \_\_\_\_\_

**An experiment.** The picture above was taken along a highway about 20 miles from London. It shows part of an experiment that the British began after World War II. Barley was planted on the newly-plowed land.

1. Use the space below to explain how such an experiment might help in solving one of Britain's problems.

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2. Make a good title for the picture.



**Figure 15.** \_\_\_\_\_

*The Southeastern Corner  
The Southwestern Corner  
In Eastern England*

**Farms in England.** 1. After you have read the stories about the three parts of England listed above (pp. 29-33, O.W.L.), look carefully at the kinds of work listed below.

- Dairy farming       Wheat farming
- Potato and truck (vegetable) farming
- Raising sheep       Raising hops
- Caring for tourists       Fishing
- Caring for fruit orchards, berry patches
- Mixed farming       Fattening cattle
- Raising spring flowers

2. Put a check mark ( $\checkmark$ ) before three kinds of work that British people are doing in every one of the three parts of England that you read about.

3. What signs or symbols, on the map on page 24, O.W.L., suggest that great quantities of potatoes and other truck crops are needed?

4. Why is it better to raise most truck crops fairly near city markets than to ship them from distant places?

5. Would you expect to find a larger number of tourists visiting England in the summer, or in the winter, months?

\_\_\_\_\_ Tell why. \_\_\_\_\_

6. In which part of England do farmers raise hops as a special crop?

In the \_\_\_\_\_

7. Does the picture on page 30, O.W.L., show hop work in the spring, in the summer, or in the early fall?

8. What do you think the men in the picture on this page are doing?

9. What time of year is such work done?

10. Have you ever walked on stilts?



© British Combine

Figure 16.

11. Make a good title for Figure 15.  
12. In which part of England are spring flowers a special crop?  
In the \_\_\_\_\_  
13. What advantages does that part of England have for raising early spring flowers and vegetables? \_\_\_\_\_  
\_\_\_\_\_  
14. What is mixed farming? \_\_\_\_\_  
\_\_\_\_\_  
15. Which part of England specializes in mixed farming?  
\_\_\_\_\_  
16. How do you know that cattle in the mixed-farming area are chiefly beef cattle, not chiefly dairy cattle?

17. What advantages for growing wheat does eastern England have?  
In most years there is plenty of r\_\_\_\_\_.  
Weather is d\_\_\_\_\_ and s\_\_\_\_\_ during the ripening season.  
Soils are well-d\_\_\_\_\_ and r\_\_\_\_\_.  
18. The sheep in the picture above were on the South Downs. Are they dry-land, or wet-land, sheep? Tell how you know.  
Because \_\_\_\_\_  
\_\_\_\_\_

19. Make a good title for the picture.  
20. Put E E before three kinds of work in question 1 that especially remind you of Eastern England.

## *Central Manufacturing Belt* *Wales — Scotland*

---

**Factory work.** After you have read about the three parts of Britain named above (pp. 33-38, O.W.L.), a special kind of manufacturing should come to your mind when you think of each of these cities.

Bradford and Leeds \_\_\_\_\_

Liverpool \_\_\_\_\_

Cardiff and Swansea \_\_\_\_\_

Manchester \_\_\_\_\_

Sheffield and Birmingham \_\_\_\_\_

1. Write "cotton textiles" in the space under the name of the city that specializes in that kind of manufacturing.

2. Write "trade (cotton)" in the space under the name of the city through which most of the raw cotton is imported and cotton textiles are shipped away (*exported*).

3. Write "woolen textiles" in the space under the names of the cities that specialize in making woolen goods.

4. Write "iron and steel goods" in the space under the names of the cities that specialize in using iron and other metals in the manufactures made there. There are four cities that specialize in manufacturing iron and steel goods.

5. Glasgow, as you know from reading in your geography about that city, does not specialize in one kind of manufacturing. What advantages has Glasgow had for building ships?

**Reasons.** Listed below are 13 advantages, or reasons, for the growth of certain kinds of manufacturing in the seven manufacturing cities named in the first column. Do all seven of those cities have the advantage of being near coal fields? If your answer is "yes", put the number "1" on the blank line after each city or cities.

None of the seven manufacturing cities is a seaport. But having a good harbor has been an advantage for the growth of trade at Liverpool. Put the number "2" on the blank line after the name Liverpool.

Put the numbers of the other advantages on the blank lines where you think they belong.

1. nearness to coal fields
2. good harbor
3. nearness to iron mines
4. water power (early days)
5. an early start
6. a moist, even climate
7. a good labor supply
8. soft water in local streams
9. good transportation
10. huge amounts of raw cotton imported from the U. S. and other lands where conditions are favorable for growing cotton
11. raw wool imports from grazing lands
12. a reputation for high grade goods
13. improvements in methods and machinery

**A surprise.** 1. Find from the map on page 9 in this book to what large body of water in North America you would come if you traveled due west from central or southern Scotland.

To \_\_\_\_\_

2. Why can wheat be successfully grown that far north in Scotland but not around Hudson Bay, in North America?



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Figure 17.

*The Republic of Ireland (Eire)*

Two pictures. 1. The picture above shows a place in southern Ireland. Is it a summer, or a winter, scene?

2. In what way does the vegetation in the picture suggest the same weather fact that the map on page 41, O.W.L., shows about southern Ireland?

3. What does the number of dairy cattle and sheep in the picture suggest about the size of many Irish farms?

That they are \_\_\_\_\_

4. How does the picture on page 39, O.W.L., suggest the same thing about the size of many Irish farms?

\_\_\_\_\_

5. The picture above and the one on page 39, O.W.L., show the two main uses to which Irish lands are put. What are they?

They are \_\_\_\_\_

6. What animal products does the farmer in the picture above probably sell?

7. Check your answers as you read the stories on pages 38-40, O.W.L.

More picture reading. 1. If you were to color Figure 17 to show why Ireland often is called "the emerald isle," which crayon would you use most?

I would use \_\_\_\_\_.

2. There are shocks of grain in the field to the right of the nearer house in the picture on page 39, O.W.L. What may that grain be?

3. Make a good title for Figure 17.

**A "P" puzzle about Ireland.** 1. The first letter in each name suggested by these groups of words is P. The puzzle is to guess each name.

- (1) Most common fuel P \_\_\_\_\_
- (2) Ireland's chief food crop P \_\_\_\_\_
- (3) Surface of central Ireland P \_\_\_\_\_
- (4) A chief export P \_\_\_\_\_
- (5) Another chief export P \_\_\_\_\_
- (6) Rich "grass carpets" P \_\_\_\_\_

2. Put a check mark () before two things that help explain why Ireland can send food to the people in Britain.

3. Britain needs raw cotton. Could the Irish farmers change their land use from chiefly grass, oats, and potatoes to cotton?

\_\_\_\_\_ Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### *Britain and the Sea*

**Advantages.** After you have read "Britain and the Sea," pages 40-41, O.W.L., list five advantages that the British people have enjoyed because of being tied closely to the sea.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

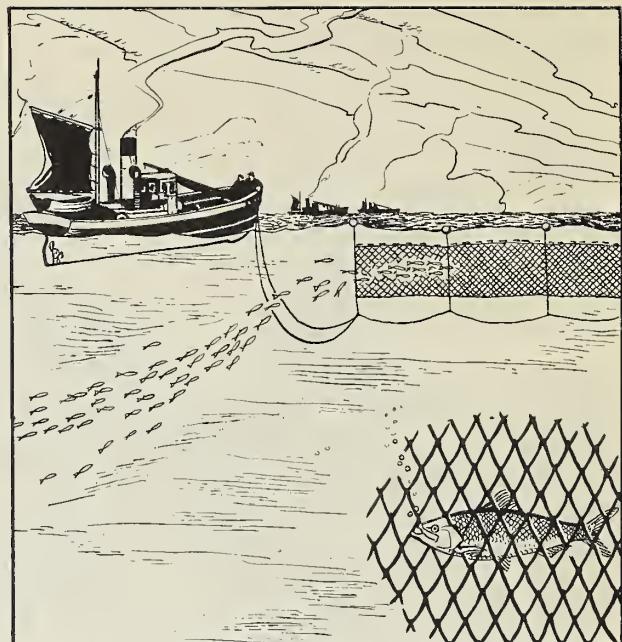


Figure 18. \_\_\_\_\_

**Catching herring.** The drawing above shows part of a fleet of drifters after the herring nets were "set." The nets may remind you of big tennis nets. They are kept near the surface by floats and corks, and held straight by weights attached to the lower edge of the nets. The inset shows how the herring are caught in the net by their gills. The nets are thrown out soon after sunset. They are drawn in the next morning.

Complete the drawing below to show how the nets look as they are being drawn in.

Then make good titles for both pictures.

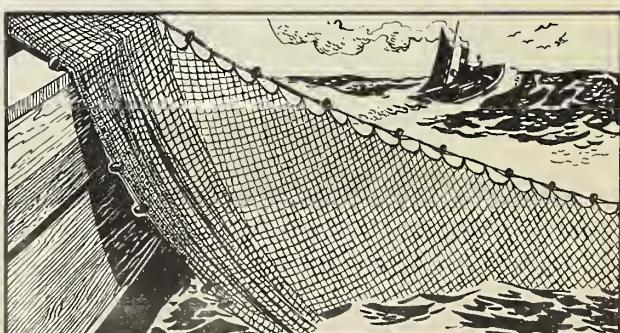


Figure 19. \_\_\_\_\_

# RELATED LANDS IN AFRICA

## *South Africa*

**Comparisons.** 1. Find Cape Town on the map on page 9 in this book.

2. Use your ruler or a strip of paper to measure the distance on the map that Cape Town is south of the equator.

3. On the same map, find a place on the *western* coast of the United States that is as far north of the equator as Cape Town is south of the equator. This place is in the

southern part of what state? \_\_\_\_\_

4. The map shows two likenesses between Cape Town and the southern part of California. Both face *westward* toward a great ocean. Both are about the same distance from the equator. Read the stories of South Africa, pages 42-46, O.W.L. Then list other likenesses between the southwestern corner of South Africa, near Cape Town, and the southern part of California.

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**More comparisions.** 1. How many degrees south of the equator on the *east* coast of Africa is Durban, page 8, O.W.L.?

2. New Orleans, an *eastward* facing city in our country, is the same distance north of the equator. What likenesses between east-coast South Africa and southeastern United States can you find on page 45, O.W.L.?

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**How a name came to be.** In the Dutch language, the words *trek boere* mean "wandering farmers." Find a sentence in the second column on page 43, O.W.L., that you could use to explain why the early Dutch settlers in South Africa came to be called Boers. Write your explanation here.

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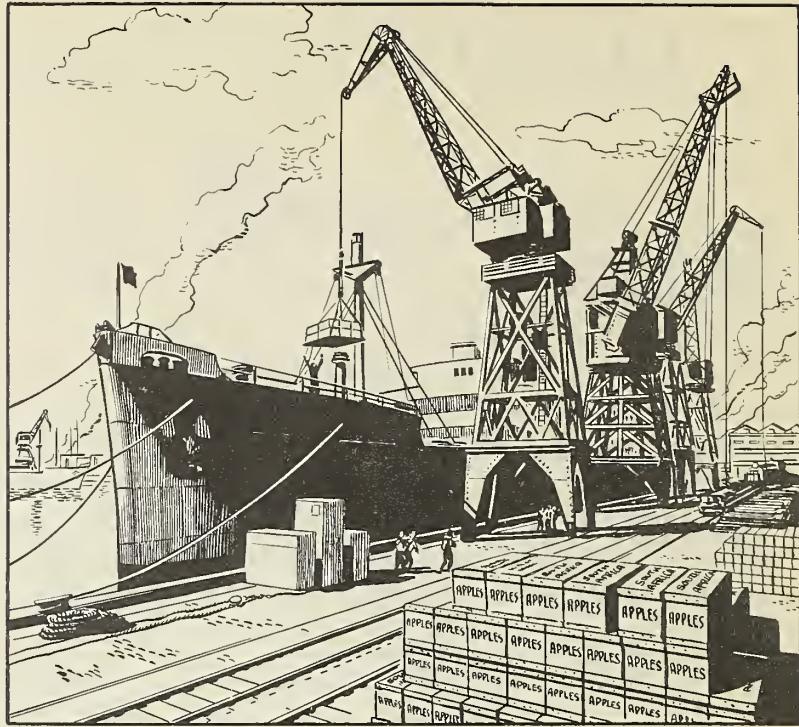
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**Figure 20.** Made in South Africa



**Figure 21.** Apples for distant markets

**Putting things in order.** One thing led to another in the opening up of South Africa. Some of those things are listed below, but they are not listed in the order that they took place. Find the thing that should be first in the list. Put "1" in the parenthesis before that item. Put "2" in the parenthesis before what came next, and so on.

- ( ) Cities sprang up.
- ( ) Rich mineral wealth was found.
- ( ) Settlement spread slowly.
- ( ) Settlement was greatly speeded up.
- ( ) New cities increased the demand for products raised on farms.
- ( ) Roads and railroads were built.
- ( ) Trade and manufacturing became more important.

**Two kinds of work.** 1. What two kinds of "city" work are suggested by the pictures above?

M \_\_\_\_\_ and t \_\_\_\_\_

2. What local raw material probably was used for making the soap?

3. What other raw materials are furnished by South African mines or farms?

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4. What advantages other than raw materials does South Africa have for manufacturing?

C \_\_\_\_\_ and c \_\_\_\_\_ l \_\_\_\_\_

5. What are some of the things that have kept South Africa from becoming an important manufacturing country?

---



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## *South to North*

**Reading from maps.** 1. Find again on the map on page 11 in this book the five lands related to Britain that extend northward from the Union of South Africa.

2. Find these related lands on the map on page 8, o.w.l. Which two are crossed by the equator?

\_\_\_\_\_ and \_\_\_\_\_

3. What is there about the location of Bechuanaland, the Central Africa Federation (now called the Federation of Rhodesia and Nyasaland), and Uganda that probably is a handicap?

They have no \_\_\_\_\_.

4. Which related land has the greatest area of high land (5000 to 10,000 feet)?

5. Are high plateaus in these lands an advantage, or a handicap?

Tell why. \_\_\_\_\_

6. Check your answers as you read "South to North" on pages 46-49, o.w.l.

**A picture.** The picture on this page shows a kind of work that you might find native people doing in any of the related lands that you have read about. The women are grinding corn. One basin holds the whole, dry kernels; the other, the corn meal.

1. Color the picture carefully.
2. Then make a good title for the picture.
3. Try to tell some of the different steps

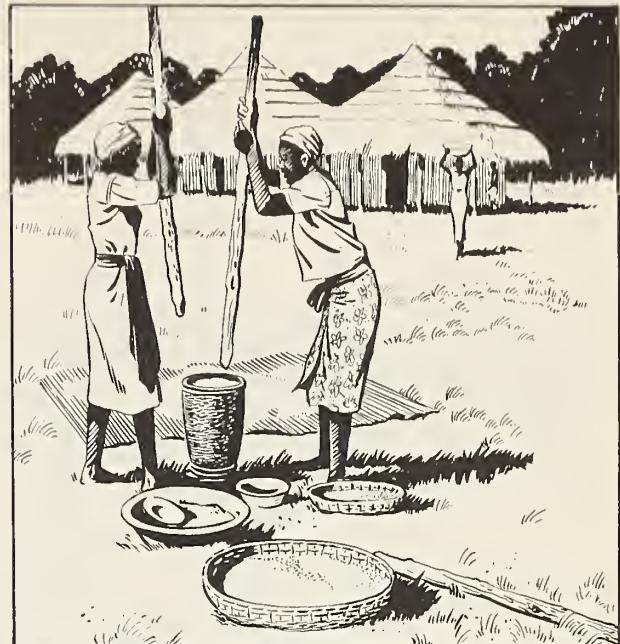


Figure 22. \_\_\_\_\_

involved in changing the whole, dry kernels of corn to corn meal.

4. What in the picture reminds you of the colored drawing on page 47, o.w.l.?

**Products and work.** On the next page is a list of most of the products that were

named in the stories on pages 46-49, o.w.l.

|                 |         |         |        |
|-----------------|---------|---------|--------|
| minerals        | corn    | coffee  | dates  |
| tobacco         | yams    | sugar   | millet |
| coconuts        | peanuts | flax    | barley |
| vegetables      | cotton  | wheat   |        |
| hides and skins | fish    | beans   |        |
| gum arabic      | sisal   | bananas |        |

1. Put a check mark after each one that makes you think of farms and plantations.

2. Draw a red line under each that is used chiefly for food in those related lands.

3. Draw a green line under each that is raised chiefly for export to distant lands.

4. Which one is a product that is collected from trees that grow in the grasslands (savannas).

---

### *British West Africa*

Maps and reading. 1. The map on page 11 in this book will help you to find the lands in West Africa related to Britain. Check that map with Figure 14, (p. 20) o.w.l.

2. Find out what makes these west coast lands important by reading the stories about them on page 49, o.w.l.

A puzzle. If you guess correctly what each of these groups of words describes, the first letters of the five answers will spell the answer to question 2 above.

A fly that causes sickness  
in hot, wet African lands \_\_\_\_\_

What kind of materials  
palm oil, mahogany, gold, tin,  
and manganese are \_\_\_\_\_

The name of a tree from  
which gum arabic comes \_\_\_\_\_

What the map on page 45,  
o.w.l., shows most of South-  
West Africa to be \_\_\_\_\_

What the people of British  
West Africa do with most of  
the products named in the  
second group of words \_\_\_\_\_

# INDIA AND PAKISTAN

## *British India*

Comparisons. 1. What east-west line crosses the southern part of India (p. 5, o.w.l.)?

---

2. Do the people of India and the people of the United States have their winter season at the same, or at opposite, times of the year?

---

3. On the map on page 9 in this book, find a narrow neck of land in the western hemisphere that is the same distance north of the equator as the southern tip of India.

---

4. Through what part of the United States would a line run if it were drawn due west from the northernmost part of Pakistan?

Through the \_\_\_\_\_

5. Use the tables on pages 334-336, o.w.l. to fill the blanks below. Make all but the first two figures in each number zeros.

*Area of India* \_\_\_\_\_ sq. mi.

*Area of United States* \_\_\_\_\_ sq. mi.

*Population of India* \_\_\_\_\_

*Population of U. S.* \_\_\_\_\_

6. Decide how the area and population figures compare. Then fill the blanks in the first of the "Facts about India and Pakistan," on page 30.

7. Study the maps on page 52, o.w.l. Then fill the blanks in the second of the "Facts about India and Pakistan."



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Figure 23.

Reading from pictures. 1. What kind of work is shown or suggested in the picture

on page 53, o.w.l.? \_\_\_\_\_

On pages 54 and 55, o.w.l.? \_\_\_\_\_

In Figures 23 and 24, this book? \_\_\_\_\_

2. Figure 25 in this book is a threshing scene. What general kind of work is threshing a part of?

\_\_\_\_\_

3. The man in Figure 26 in this book is preparing a field for planting young rice plants. What kind of work, then, does that picture show?

\_\_\_\_\_

4. What kind of work would you expect to find important in the seacoast city, a part of which you see on page 56, o.w.l.?

T \_\_\_\_\_

5. What work is shown in Figure 27 in \_\_\_\_\_



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Figure 24.



© Ewing Galloway

Figure 25.

this book? \_\_\_\_\_

6. Judging by the number of pictures showing each kind of work, decide how to complete the third sentence in "Facts about India and Pakistan."

7. Try to complete the other "Facts" by studying all the pictures carefully.

8. As you read the stories about India and Pakistan, pp. 50-57, O.W.L., put a check mark before each "fact" that you find to be true.

#### *Facts About India and Pakistan*

1. India is less than \_\_\_\_\_ the size of the United States but has more than \_\_\_\_\_ times as many people as our country.

2. India and Pakistan are lands of summer \_\_\_\_\_ and winter \_\_\_\_\_.

3. The largest number of workers make

a living by \_\_\_\_\_.

4. Although farmers in India work very

\_\_\_\_\_, they make a \_\_\_\_\_ living.

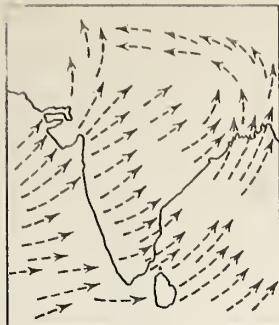
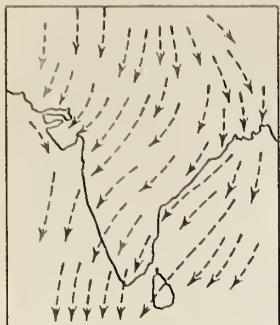
5. For work animals, most of the farmers

use \_\_\_\_\_, but much of the harvesting, plowing, and other farm work

is done by \_\_\_\_\_.

6. The huge population, compared with the area, suggests that India and Pakistan are crowded lands. The size of most farms

is very \_\_\_\_\_.



### Rains, Farms, and Crops

**Monsoon winds.** The two maps above show the directions that monsoon winds blow over the peninsula of India at different seasons of the year.

Write *Summer* under the one that shows wind direction for that season. Write *Winter* under the other one. Then fill the blanks in these sentences.

1. In summer, \_\_\_\_\_ winds blow from the \_\_\_\_\_ over the \_\_\_\_\_.
2. In winter, \_\_\_\_\_ winds blow from the \_\_\_\_\_ to the \_\_\_\_\_.

**Small farms.** If you can think how large a football field is, you will know about how much land there is in an acre, for they are about the same size.

1. Find the unplowed cotton field in Figure 23, this book. It is between the farmer and the mud-brick wall. You can see all but a tiny corner of it. A little ridge of earth separates it from the field the farmer is plowing. Is the cotton field as large as an acre? \_\_\_\_\_

2. How small are some of the farms belonging to these farmers?

**Using pictures.** Figure 23, this book, shows a place about 200 miles north of Karachi. The women in Figure 24 lived about 400 miles southeast of Karachi. Figure 25 was taken about 200 miles south-

east of Delhi. Find these locations on the map on page 5, O.W.L.

1. Which pictures show a place in which you are sure that all farm crops are irrigated? Figures \_\_\_\_\_

2. If the farmer in Figure 23 is getting his land ready to plant wheat or millet, what time of year was the picture taken?

Give Figure 23 a title.

3. The women in Figure 24 are harvesting millet. Find a sentence in the section, "Leading food crops", O.W.L., about harvesting millet. Use that sentence to help you make a good title for Figure 24.

4. Find another sentence in that section that you can use to make a title for Figure 25.

5. Figure 26 shows a place in Ceylon. Put C's on the sign for that island on the



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Figure 26. \_\_\_\_\_



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Figure 27.

monsoon-winds maps. What do the maps on page 52, O.W.L., show about Ceylon?

Is that good for growing rice? \_\_\_\_\_ How will the rice grown in the field in Figure 26 probably be harvested?

By \_\_\_\_\_

6. Make a good title for Figure 26.
7. On a separate sheet of paper make a list of things that suggest poverty in the pictures on pages 50, 53, 54, and 55, O.W.L., and on pages 29, 30, and 31 in this book.

### *Cities, Trade, and Industries*

Trade. The chief exports of India and Pakistan are listed in the next column. Think where each crop-export is raised.

1. Put K's in the blanks after those that might be seen on the docks at Karachi.

2. Put C's in the blanks after those that might be shipped from Calcutta and B's after those from Bombay. You may want to use all three letters in some cases.

raw jute \_\_\_\_\_ raw cotton \_\_\_\_\_

burlap (jute cloth) \_\_\_\_\_ tea \_\_\_\_\_

hides and skins \_\_\_\_\_ wheat \_\_\_\_\_

3. Hides and skins are shipped in large quantities from all those ports. In which column on page 54 in your geography do you find sentences that help explain this? Column \_\_\_\_\_

4. Although rice is one of India's chief crops, about 2 million tons are imported into India each year. Suggest why.

**Manufacturing.** 1. What kind of manufacturing is done in the mill in Figure 27?

If you are not sure, read again the second paragraph on page 53, o.w.l., to find what India plans to increase the production of besides cement.

2. What chief two raw materials are used in this kind of mill? \_\_\_\_\_

3. What advantages, other than raw materials, does India have for manufacturing?

4. How would both India and Pakistan be greatly helped, if more manufacturing work were started?

### Keys to Progress

**India and Pakistan.** 1. What does the map on page 15 of this book show about the peninsula of India? \_\_\_\_\_

2. What seaport does western Pakistan have (Fig. 5, o.w.l.)? \_\_\_\_\_

3. What is one of western Pakistan's big problems? (See maps on page 52, o.w.l.)

4. Read again the last paragraph on page 57, o.w.l. What do most of the people of Pakistan and of India need most to learn to do?

## AUSTRALIA AND NEW ZEALAND

### *Australia*

**Finding from tables and maps.** 1. Use the tables on page 336, o.w.l., to compare the area of Australia with that of the United

States. They are about the \_\_\_\_\_.

2. Find a state in the United States, page 336, o.w.l., that has about the same population as Australia. \_\_\_\_\_

What American city has almost as many people as there are in the continent of

Australia (p. 337, o.w.l.)? \_\_\_\_\_

3. If possible, look at a globe to see how distant Australia is from all other continents. Also use the map on page 9 in this book to see how *isolated* (apart by itself) Australia is.

4. Find Cape York on the map, page 13, o.w.l. Then find its location on the map on page 9 in this book. Check the part of the New World listed below that is about the same distance from the equator as Cape York.

- \_\_\_\_\_ Central part of South America
- \_\_\_\_\_ Northern part of South America
- \_\_\_\_\_ Southern part of the United States

5. What does the rainfall map on page 60, o.w.l., suggest about a large part of Australia?

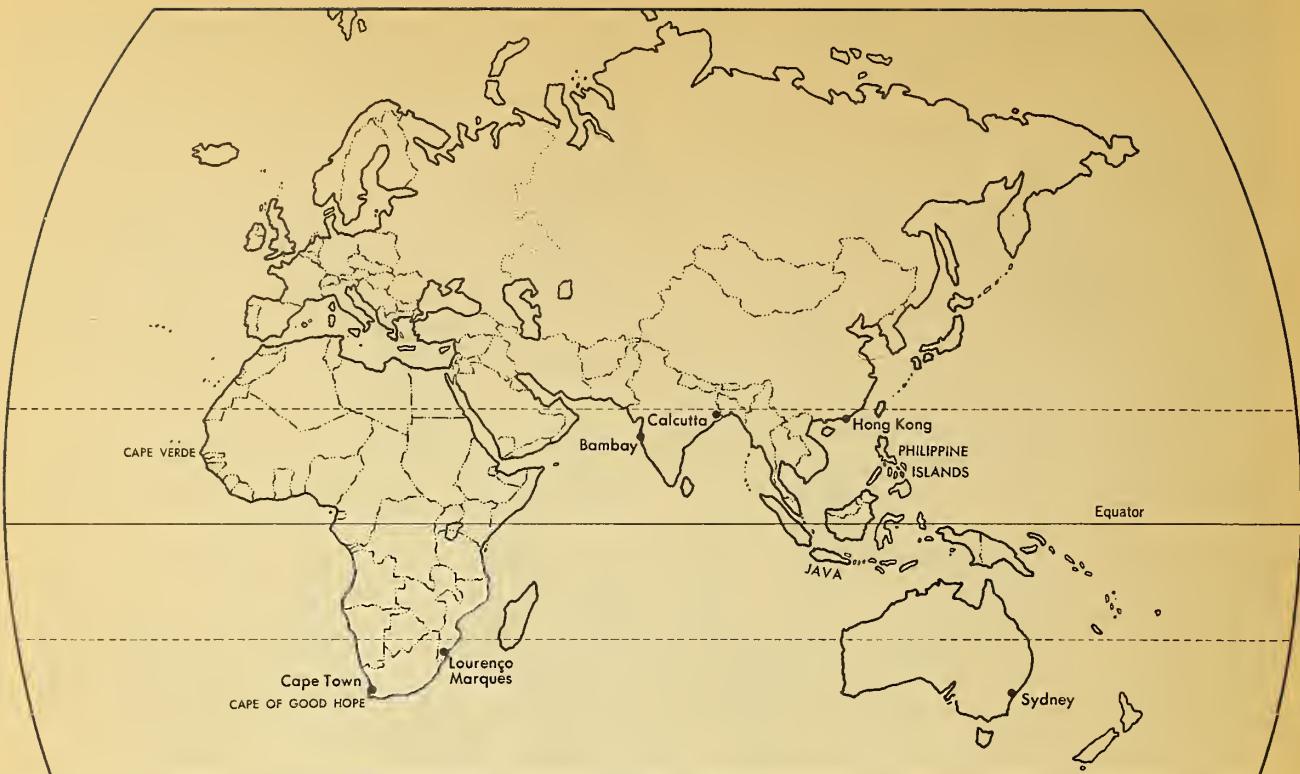


Figure 7 (partly repeated). Air and water routes today

Modern routes. 1. What kind of routes are shown on the map on page 9 in this

book? Early t r

2. In the map above, part of the map on page 9 is repeated. Locate these cities on the map above by placing their initials in the right place. The maps on pages 5 and 13, O.W.L., will help you.

|        |          |           |
|--------|----------|-----------|
| London | Karachi  | Singapore |
| Darwin | Brisbane |           |

3. Using a broken line (-----), show the air route between Brisbane and London, as described on page 58, O.W.L.

4. On the air route that you have just drawn, write the number of days that it takes to make the trip by air.

5. Using a dotted black line (. . . . .), show the ocean route from Sydney to London that goes south from Sydney to Melbourne, then cuts directly across the Indian Ocean to Cape Town and on northward to London.

6. On the ocean route that you have just drawn, write **45 days**.

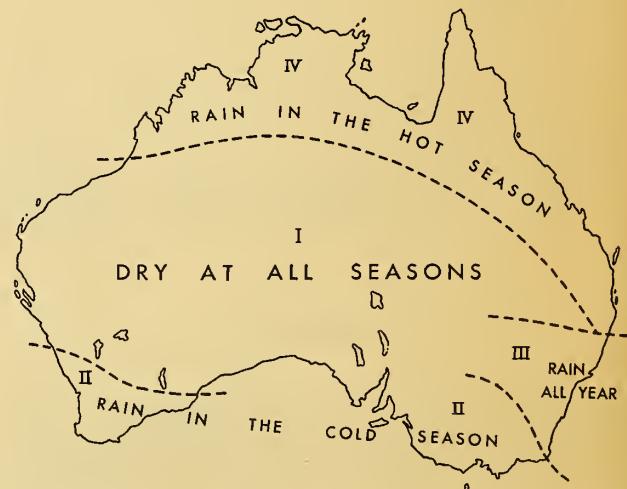


Figure 28. Rainfall regions of Australia

Regions and work. On the map above, Australia has been divided into four major rainfall regions. Notice that region II is in two parts.

1. Most Australians live in which two

regions (page 60, O.W.L.) \_\_\_\_\_ and \_\_\_\_\_

2. What symbols on the map on page 13, O.W.L., tell the same thing?

The \_\_\_\_\_



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Figure 29.

and the \_\_\_\_\_

3. Wool from the sheep on page 61, o.w.l., will be shipped from a seaport in which region? \_\_\_\_\_

4. You might expect that the wheat picture on page 61, o.w.l., was taken in either of two regions. Which two? \_\_\_\_\_ or \_\_\_\_\_

5. Figure 29 on this page shows a sugar-cane field at harvest time. That picture was taken in the eastern part of one of the regions. Which one? \_\_\_\_\_

6. Figure 30 on this page was drawn to show cattle at a water hole in the western part of region IV. Why is region IV better suited to cattle than to sheep?

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**Overcoming isolation.** Learning how to make ice with chemicals helped Australians to partly overcome the disadvantage of isolation. Tell how.

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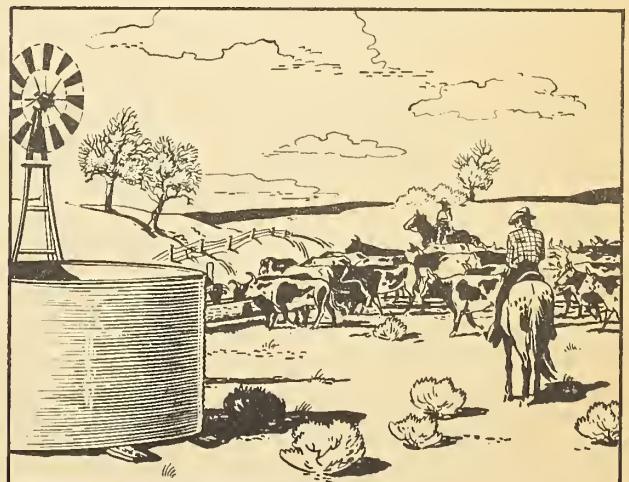


Figure 30.

7. Give the pictures on this page titles.

Another disadvantage. Make a graph out of the diagram below to show how small a part of Australia is suited for growing crops. A sentence near the bottom of the first column on page 62, O.W.L., will help you.



Figure 31. Graph showing that only \_\_\_\_\_ of Australia's surface is suited for crops

Reasons. 1. Two of the regions shown in Figure 28, this book, have climates unsuited or poorly suited for growing crops. Which two regions, then, help explain what the graph shows? Regions \_\_\_\_\_ and \_\_\_\_\_

2. Find from the map on page 13, O.W.L., in which of the rainfall regions there are some rough or mountainous lands unsuited for growing crops.

3. What would you expect to find growing on the eastern slopes of the Eastern Highlands?

4. What other reason for the facts shown by the graph can you name?

Names. 1. Find the city of Newcastle on the map on page 25, O.W.L. What does that map tell you about Newcastle in Britain?

2. Why do you think Newcastle, Australia, was given the same name?

## New Zealand

Comparisons. 1. On the map at the top of page 34, this book, put a tiny *x* to show the location of Auckland in New Zealand. Use the map on page 13, O.W.L., to guide you.

2. From Sydney, in Australia, to Auckland is about the same distance as from New Orleans on the delta of the Mississippi to Duluth at the western end of Lake Superior. Why would you expect to find a much greater difference between the climates of New Orleans and Duluth than between those of Sydney and Auckland?

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Likenesses and differences. Read the stories about New Zealand on pages 64 and 65, O.W.L. Then put an *L* before each of the sentences listed below that tells a likeness between Australia and New Zealand. Put *D* before any that tell differences.

- \_\_\_\_ Capital city is a seaport.
- \_\_\_\_ Farming is important.
- \_\_\_\_ Stock raising is important.
- \_\_\_\_ Mountain slopes are forested.
- \_\_\_\_ There are no desert lands.
- \_\_\_\_ West coast has more rainfall than east coast.
- \_\_\_\_ Dairying is important.
- \_\_\_\_ Much more than one tenth of the land is suited for growing crops.
- \_\_\_\_ Wheat is an important crop.
- \_\_\_\_ The chief exports are foods.
- \_\_\_\_ Sheep are raised on the drier grazing lands.
- \_\_\_\_ Manufacturing is of little importance.
- \_\_\_\_ No city has more than a million people.

# OTHER LANDS RELATED TO BRITAIN

**Thinking about Burma.** 1. Find Burma on the map in Figure 5, o.w.l. What were you told about the change in Burma's relationship to Britain, page 66, O.W.L.?

That Burma is \_\_\_\_\_

2. From Burma's location, and from the maps on page 52, O.W.L., would you expect Burma to be more like the eastern, or western, part of the great plain of India?

3. What does the map on page 5, O.W.L., show about the surface of Burma?

4. Put a check mark before each of these words that you think might describe Burma.

hot     mountainous

dry     densely peopled

wet     monsoon land

cold     forested

5. Check your thinking as you read "Burma" on pages 66 and 67, O.W.L., and by looking at the maps on page 52, O.W.L.

**Burma pictures.** 1. Which of the words in question 4 are suggested by the picture on page 66, O.W.L.?

2. The boy in that picture has just crossed a small bridge over a ditch. The climate of Rangoon makes it necessary to dig ditches across many streets. Why? (See maps, p. 52, O.W.L.)



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Figure 32. \_\_\_\_\_

3. Give the picture above a title in which you name the kind of wood you think the elephant is moving.

4. Figure 32 was taken near the river at Rangoon. Large sawmills are near-by. What other manufacturing plants would you see on a trip along the river at Rangoon?

5. Do more Burmese work in factories, or on farms? \_\_\_\_\_

**A city almost on the equator.** 1. Use the map on page 5, O.W.L., to find the shortest ocean route between Hong Kong and Calcutta, Bombay, or the Suez Canal.

2. What city is at the southernmost point on that ocean route?



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Figure 33.

3. After you have read the story of that city, pages 67 and 68, o.w.l., tell which city you would rather visit, Singapore or Rangoon.

Why?

4. If you should return from Singapore to the United States on a cargo ship, the ship probably would be carrying one or both of what two products?

5. Read the next story on page 68, o.w.l., to learn about the production of those two products.

Three pictures. 1. Rubber plantations in Malaya look much like the one in the picture on page 214, o.w.l. The picture in Figure 33 is a close-up of what the man in the colored picture is doing. With a cupped blade, he is shaving out a tiny layer of



Dorothy Hosmer

Figure 34.

wood in the cut in the tree. Use these lines to tell what happens after that.

2. Make a good title for the picture, using the words latex and tapping.

3. The picture above was taken at a washing shed in the tin-mining region of Malaya.

Make a title for the picture that tells what happens as the tin-bearing gravel is washed down the troughs in the picture.

You may need to read again the lines at the top of the second column, page 68, o.w.l.

Hong Kong picture. 1. As you read the story of Hong Kong, see if you can find in the picture of Hong Kong on page 69, O.W.L., at least seven things mentioned in the story. List them here.

List them here.

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2. Name three or four things in the picture that are not mentioned in the story.

— — — — —

Small but important. 1. In the long blanks below, write the names of other lands related to Britain as you read page 70, O.W.L.

2. Put a *T* in the first blank before each related land that is important because it furnishes products for British *trade*.

3. Put a *G* in the second blank before related lands that *guards* some part of trade routes important to Britain.

4. Which letter did you write the greater number of times? \_\_\_\_\_

Pictures. 1. The picture on page 31, this book, was taken in Ceylon. Look again at that picture and then look at the picture on page 201, O.W.L.

2. Although the picture on page 201 was taken on an island southeast of Ceylon, it shows how the rice fields in the picture on page 31 looked when the rice plants had grown a few inches high. What else in the two pictures look alike?

3. Coconuts, tea, and rubber are other Ceylon products. Find a picture in O.W.L. between pages 120 and 130 that shows how

tea bushes look. Figure \_\_\_\_ on page \_\_\_\_

4. What pictures can you list that show scenes on rubber plantations?

Figure \_\_\_\_ on page \_\_\_\_ , O.W.L.

Figure \_\_\_\_ on page \_\_\_\_, this book

5. Two pictures that you have looked at show coconut trees. Which two?

Figure \_\_\_\_\_ on page \_\_\_\_\_, O.W.L.

Figure \_\_\_\_ on page \_\_\_\_, this book

**A puzzle.** See if you can name the things described by each of these groups of words. The first letters of your answers should spell the name of the work for which the place on page 69, o.w.l., is most noted.

## A mineral mined in Malaya

A forest product which supplies a material for a part of your pencil

A desert "guard" at the southern entrance to the Red Sea

Something that is a handicap in Australia but not in New Zealand

A “halfway line” that is very close to Singapore

# FRANCE AND RELATED LANDS

Comparisons. 1. Fill the blanks below with numbers from the tables on page 334, O.W.L.

*Area of France* \_\_\_\_\_ sq. mi.

*Area of Britain* \_\_\_\_\_ sq. mi.

*Population of France* \_\_\_\_\_

*Population of Britain* \_\_\_\_\_

2. How does France compare with Britain in size?

France is more than \_\_\_\_\_ times the size of Britain.

3. How do they compare in number of

people? \_\_\_\_\_

4. Which country has the greater number of very large cities? (See Figure 5, page 4,

O.W.L.) \_\_\_\_\_

5. Judging from the number of large cities, in which country would you expect to find manufacturing more important?

6. In which country, then, would you expect to find trade of greater importance?

7. Which country has the larger lowland

area (map, p. 78, O.W.L.)? \_\_\_\_\_  
Does this suggest more, or less, farm land?

Looking ahead. As part of your work in this book for the next few days, you will be building a map of France showing work and products in that country.

A picture trip. 1. Figure 53 on page 71, O.W.L., shows a part of the city of Rouen. In tiny letters write "Fig. 53" under the name of that city on the map on the opposite page.

2. What is the name of the body of water you see in Figure 53, o.w.l.?

3. What kinds of work are suggested by what you see along the waterfront?

T \_\_\_\_\_ and t \_\_\_\_\_

4. By air, Rouen is about 75 miles from the capital of France. What city is that

(page 78, O.W.L.)? \_\_\_\_\_

5. What kind of work is the man in Figure 55, page 73, O.W.L., doing?

6. What time of year is it? \_\_\_\_\_

7. Write "Fig. 55" under the name Normandy on the map on the opposite page.

8. Find in the distance in Figure 55 the apple trees that are in bloom.

9. Wheat probably will be sown in the field the farmer is plowing. How would the way of doing this work differ on a

modern farm? \_\_\_\_\_

10. How does the way the work in Figure 56, page 74, O.W.L., is being done differ from that on modern farms?



Figure 35. A work-and-products record of France on the map

11. Write "Fig. 56" in tiny letters also under the name Normandy on the map above.

12. What do Figures 55 and 56, pages 73 and 74, O.W.L., suggest about the wide use of modern machinery on French farms? \_\_\_\_\_

13. Check the ideas about Normandy that you now have, by reading pages 71, 72, and the first 33 lines on page 73, O.W.L.

Starting a map record. 1. What four grains grown in Normandy were named on page 73, O.W.L.?

W \_\_\_\_\_ r \_\_\_\_\_ o \_\_\_\_\_ f \_\_\_\_\_

2. Find the symbol that stands for grain farming in the legend of the map above.

Put that symbol in two places on the map—one above and one below the word Normandy. Those signs on the map will remind you that many farmers in Normandy raise grain.

3. Find the symbol for sugar beets in the legend of the map, page 41. Then put that symbol on the map near the word Normandy.

4. Do the same for meadows (pastures) and dairy products.

5. Do the same for apples and orchards.

6. Find two symbols in the legend of the map that stand for kinds of work done in and near Rouen. What are those kinds (Question 3, Column 2, page 40, this book)?

M \_\_\_\_\_ and T \_\_\_\_\_

Put those symbols near the dot for Rouen on the map.

Reasons. 1. Six of these groups of words name something that helped Rouen become an important cotton-manufacturing center. Check mark those six.

\_\_\_\_\_ location at place on a navigable river where ocean-going ships meet river boats and barges  
\_\_\_\_\_ nearness to Britain

\_\_\_\_\_ position on a water route that is near important Atlantic shipping lanes  
\_\_\_\_\_ curves and bends in Seine River

\_\_\_\_\_ nearness to Paris  
\_\_\_\_\_ a good supply of factory workers

\_\_\_\_\_ damp, rainy weather (page 76, o.w.l.)

2. Be sure that you can tell *how* each reason that you checked has helped Rouen.

3. Three of the following items help explain why many places in Normandy are well suited to dairy farming. Underline those three items.

(1) hilly land that is better suited for grazing than for cultivating

(2) cool, moist climate

(3) position on English Channel

(4) nearness to markets where there is a demand for butter, cream, and cheese

4. Be sure you can tell *how* each underlined item explains dairy farming in Normandy.

A picture trip in Brittany. 1. What do all the maps of France show about the coast line of the peninsula of Brittany?

\_\_\_\_\_

\_\_\_\_\_

2. Does what you noticed suggest many, or few, harbors? \_\_\_\_\_

3. Figure 57, page 75, o.w.l., was drawn to show a place on the southern coast of Brittany. Write "Fig. 57" along that coast on your map in Figure 35 of this book.

4. You can find signs of three kinds of work in the picture. What are they?

\_\_\_\_\_

\_\_\_\_\_

5. What does the row of bath houses in front of the hotel tell about the place?

\_\_\_\_\_

\_\_\_\_\_

6. Do the kinds of boats in the picture suggest that their owners go far out to sea, or that they stay fairly close to land?

7. What is the color of the sails lying across two of the boats? \_\_\_\_\_

8. The picture at the top of the next page shows five Bretons at work on a truck



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**Figure 36.** Growing vegetables to sell to hotels at coast resorts

farm near the northernmost part of Brittany. Oats are growing in the field to the right. What would you expect to find the steeper slopes of some of this hilly

country used for? \_\_\_\_\_

9. The woman in Figure 37 may have come from a farm much like that in the picture above. The picture was taken at the rear of a hotel in a north-coast town. Write "Figs. 36 and 37" between the coast and the word **Brittany** on Figure 35.

10. In what ways do these pictures suggest customs of earlier days?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

11. On the map on page 41 of this book, find symbols for five things you have thought about as you looked at the three pictures of places and work in Brittany. Put four of those symbols on the land area that is Brittany. Put the other one in the water along the coast of Brittany.

12. Then read the stories of Brittany on pages 73 and 74, O.W.L.



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**Figure 37.** Selling potatoes

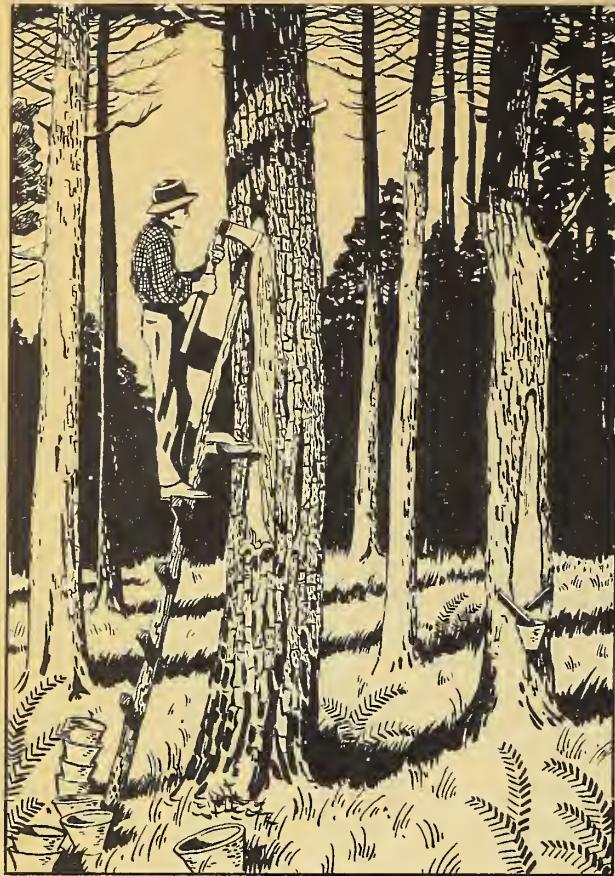


Figure 38. Getting resin from pine trees

13. What crop was named in the stories about Brittany that you did not find on the picture trip? \_\_\_\_\_ Add the symbol for that crop to your map.

**Southward in the western plain.** 1. Find the western plain on Figure 35 of this book. How does the coast along that part of France differ from the coast of Brittany?

2. The picture above shows one of the chief kinds of work inland from the west coast and south of Bordeaux. Write "Fig. 38" along that part of western France on Figure 35.

3. What product besides resin would you expect pine forests to furnish?

4. Put the map symbol for trees in two places south of Bordeaux on Figure 35.

5. In what ways are Figure 37, this book, and the picture on page 77, O.W.L., alike?

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6. On thousands and thousands of acres inland from the coast near Nantes and both northwest and southeast from Bourdeaux, scenes like that in the picture on page 77, O.W.L., are common. The picture was taken near Bordeaux. Write "Fig. 59" along the shore of the bay that forms the mouth of the Garonne River, north of Bordeaux.

7. Put the map symbol for grapes on both sides of that bay, and near Nantes, and southeast of Bordeaux on Figure 35.

8. As you read the stories about the western plain, on pages 74 to 77, O.W.L., watch for other products and work to record on your map. You should find six others for which map symbols are given.

**More pictures.** 1. You are looking down on a stretch of the Mediterranean coast in the picture on the next page.

2. Make a list of the things named in column 2, page 77, O.W.L., that you can find in the picture.

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3. What things can you find in Figure 61, O.W.L., that are mentioned in column 2, page 77, O.W.L.

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**Figure 39.** Where people go to play on the Mediterranean coast

4. What do you think many of the buildings in both pictures are used for?

5. You can make Figure 39 look more as tourists see it by coloring:

- (1) the water—blue
- (2) the sandy beach—brownish yellow
- (3) the sloping, tiled roofs—red
- (4) light places among the trees—green
- (5) nearly bare slopes—brownish green

6. Write "Fig. 61" in the water area near the dot for Nice on the map in Figure 35. Then write "Fig. 39" along the shore east of Nice on that map.

7. The woman and children in Figure 62, page 79, O.W.L., are gathering olives from

under two old olive trees. Find the symbol for olives in the legend of Figure 35.

Put that symbol (1) above the dot for Marseille (2) above the mouth of the Rhone River west of Marseille, (3) along the coast still farther west, and (4) between Marseille and Nice.

8. As you read the stories about the Mediterranean coast and Marseille, you will want to add five more symbols to your map. Two of them will stand for kinds of work for which Marseille is important. Work carefully so your map will tell the true story of France.

**Inland from the coast.** 1. Read about work in the Rhone-Saône Valley, pages 80-81, O.W.L. Then add five map symbols to the Rhone-Saône Valley on Figure 35. Put two of those symbols near the city of Lyon.

2. What is the elevation of the Central Plateau, page 78, O.W.L.?

\_\_\_\_\_ to \_\_\_\_\_ feet

3. Read about work on these higher lands, pages 81 and 82, O.W.L. Then add eight symbols to the Central Plateau on Figure 35.

**Reasons.** 1. Put a check mark in the blank before each group of words that helps explain why much soap is made in factories in Marseille.

- \_\_\_\_ Many thousands of olive trees grow in the Mediterranean lands of France
- \_\_\_\_ Many acres of flowers furnish the raw material for fine perfumes
- \_\_\_\_ Grapes are grown on the terraced hillsides near Marseille
- \_\_\_\_ Marseille's good harbor makes it easy to bring to the city oils from other lands
- \_\_\_\_ Marseille has a good supply of factory workers

2. Be sure you can tell how each item that you checked helps explain why soap factories have been successful at Marseille.

3. Check each of the following that you think helps explain the success of silk factories at Lyon.

- \_\_\_\_ a climate suited to the growth of mulberry trees
- \_\_\_\_ an early start in this kind of manufacturing that gave Lyon a reputation for making beautiful silks
- \_\_\_\_ a group of trained workers with skill in making and weaving beautiful patterns
- \_\_\_\_ wheat and grapes grown on the terraced hillsides of the Rhone-Saône valley
- \_\_\_\_ markets for silk goods in Paris and other great cities

4. Be sure you can tell how each item that you checked has helped in the silk industry.

5. What reasons can you give for building iron and steel mills on the Central

Plateau? \_\_\_\_\_

\_\_\_\_\_

6. What raw material used in textile factories is produced on the Central Plateau?

\_\_\_\_\_ What raw material

for making cheese? \_\_\_\_\_

**Work in the French Alps.** 1. Find the French Alps on Figure 35. Find this mountainous area on Figure 60, page 78, O.W.L. What city do you find on a branch of the Rhone River in this part of France?

2. What use often is made of streams in mountainous country?

3. What kind of work would you expect to find important in Grenoble?

4. How would you describe the size of the place in Figure 63, page 81, O.W.L.

5. Notice the depth of the snow on most of the roofs. Suggest a reason for building the roofs so steep.

6. If you were snowbound in the place in Figure 63, would you enjoy yourself?

\_\_\_\_\_ Why, or why not? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. Write "Fig. 63" on your map along the boundary between France and Italy.

8. After you have read "In the French Alps" on pages 82 and 83, O.W.L., check your answers. Add any other symbols that are needed to this area on Figure 35.

**More picture and map work.** 1. Find the part of France that is called Lorraine on Figure 35 of this book. What city in Lorraine is named on that map?

---

2. Figure 64, page 82, O.W.L., shows a kind of work important in the Nancy area. Look carefully at the buildings and at other things in the picture. Then put a red check mark before any item below from which you think products come to the place in Figure 64.

- |   |                                     |
|---|-------------------------------------|
| <input type="checkbox"/> forests            | <input type="checkbox"/> orchards   |
| <input type="checkbox"/> grain fields       | <input type="checkbox"/> coal mines |
| <input type="checkbox"/> iron mines         | <input type="checkbox"/> vineyards  |
| <input type="checkbox"/> pastures (meadows) |                                     |

3. Write "Fig. 64" and put the symbol for manufacturing near Nancy on your map of France, Figure 35 of this book.

4. Look at the picture in Figure 65, page 83, O.W.L. Put a black check mark before each of the things named in question 2 that you can find in this picture.

5. Write "Fig. 65" along the boundary between France and Germany on Figure 35.

6. As you read the story of Lorraine, pages 83 and 84, O.W.L., check your answers. Also find out what other symbols you need to add to this part of France on Figure 35.

**A surprise.** What surprising fact do the coal cars in Figure 64, O.W.L., now remind you of? \_\_\_\_\_

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Figure 40. Removing seeds from flax stems

**Northeastern France.** 1. Find northeastern France on Figure 35. What two large cities are in this part of France on the map?

\_\_\_\_\_ and \_\_\_\_\_

2. In many fields around Lille and in near-by Belgium, you might see the kind of work that the men in the picture above are doing. What kind of textile manufacturing does work with flax suggest?

---

3. The stems of flax from which the men are "combing" the seeds have first been partly dried. Find something in the picture to which the seeds may be fed.

---

4. The stems are then tied into bundles and left to dry completely. In the picture on page 206, O.W.L., you can see some of the bundles and the huge crates, across the river, into which the bundles will be placed and sunk for "retting." Find from page 206 why this is done.

---

5. Write "Fig. 40" between Lille and Flanders on Figure 35. Why might you



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Figure 41. Late afternoon on a farm in northern France

expect to find scenes like those in Figures 65 and 172, O.W.L., and in Figure 40 common in this part of France?

---

6. The men in Figure 40 may live in a house much like the one in the picture above. Notice the log planks which are cemented together to make the walls. Many other houses in northern France are of brick or of stone. Most of them are the same general style as the one in Figure 41.

7. Can you find where bunches of tobacco have been hung to dry?

If so, where? \_\_\_\_\_

That suggests that the picture was taken in what time of year?  
\_\_\_\_\_

8. What kind of fruit would you expect to find in the orchard at the left of the picture? \_\_\_\_\_

9. What farm animals do you see in the picture? \_\_\_\_\_

10. How does the picture suggest early morning or late afternoon?

---

11. Write "Fig. 41" between Rouen and Flanders on Figure 35 of this book.

12. Read about northeastern France, pages 84 and 85, O.W.L. After you finish reading, see if you can add at least seven other map signs to northeastern France on Figure 35.

In the Paris Basin. 1. What kind of farming does the picture in Figure 68 on

page 85, O.W.L., suggest? \_\_\_\_\_

2. Find the Paris Basin on Figure 35, this book. Write "Fig. 68" near Paris on that map.

3. Find the part of the Paris Basin that is called Champagne. The picture on this page was taken in that part of France.

In what other parts of France might you see scenes much like the one in the picture?

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4. Write "Fig. 42" on Figure 35 just below the word Champagne.

5. As you read about the Paris Basin, pages 85-86, O.W.L., add signs to Figure 35 for other kinds of work and products important in that part of France.

Water routes. 1. What is the most striking thing about French rivers that you can read from Figure 35, this book?

---

2. What have the French people done to connect rivers at places where rivers are not far apart (Figure 67, page 85, O.W.L.)?

---

3. Find out how connecting land routes helped France in early times by reading "One united country" p. 86, O.W.L.

In Paris. 1. In Figure 69, page 86, O.W.L., you are looking east along the Seine River in Paris. The tug in the picture is towing two barges downstream. To what city

might they be going? \_\_\_\_\_



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Figure 42. Grape harvest, Champagne

2. What might they be loaded with on their return?

---

3. Write "Figs. 69 and 70" near the sign for Paris on Figure 35 of this book.

4. Then finish reading the stories about France in your geography.

Foreign trade. Think carefully about work in the different parts of France. Then put E before each of these products that you think is exported from France.

\_\_\_ wine \_\_\_ cotton cloth \_\_\_ coal

\_\_\_ coffee \_\_\_ petroleum \_\_\_ gloves

\_\_\_ silks \_\_\_ iron and steel \_\_\_ olive oil

# RELATED LANDS IN AFRICA

## *North Africa*

A look ahead. 1. Find on the map on page 11 of this book the lands in Africa that are related to France.

2. Find on the map on page 8, O.W.L., those lands that are related to France. List their names in the blanks below.

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3. In which three of those six lands would you expect to find the largest number of French people living? \_\_\_\_\_

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4. Would you expect to find crops on farmlands just south of the Mediterranean much like, or very different from, crops of southern France? \_\_\_\_\_

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5. Make a list of crops of southern France.

6. As you read pages 91-96, O.W.L., put a check mark after any of the crops named in question 5 that you find grown also in North Africa. Add to your list the names of any new crops that you read about.

Settlers and invaders. Below are the names of peoples who are known to have invaded or settled in North Africa. (See "The People," page 91, O.W.L.)

Moors  Arabs  Phoenicians  
 Romans  Greeks  Berbers  
 French  Italians

1. Put a "1" before the name of the earliest people known to have settled in these lands.

2. Put a "2" before the names of the two peoples who next made colonies in North Africa.

3. From what land did Roman conquerors come? \_\_\_\_\_ Put a "3" before Romans.

4. Put a "4" before the invaders who came next.

5. Put a "5" before the names of two peoples who settled in Morocco in modern times.

6. One name in your list has no number before it. Thousands of these people live in North Africa today. They are descendants of what two other peoples named in your list?

Scenes in the Tell. 1. On page 91, O.W.L., the Tell was described as a belt of "hills and valleys and small plains" bordering the coast. Which two of those kinds of land do you see in Figure 43?

and \_\_\_\_\_



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**Figure 43.** Shore scene about 100 miles west of Algiers

2. Find from the map on page 89, O.W.L., whether the Tell is fairly wide, or very narrow, at the place shown in the picture.

3. What is the water that you see in the background of Figure 43?

---

4. What kind of work might some of the people living along the shore do for a living?

---

5. The land in the valley is being used for the third crop named in the second paragraph of column two, page 94, O.W.L. What is it?

---

6. The buckets running on the cable from the top of the steep-sided island to a

place beyond the larger hill are filled with ore from a small mine on the island. Besides fruit farmers and fishermen, then, what other kind of workers live in or near the place in the picture?

---

7. Which of the three kinds of land named in question 1 do you see in the foreground of the picture at the top of the next page?

---

8. What do you see in the background of the picture?

---

9. The crop being harvested may be one of what two grains?

---

\_\_\_\_\_ or \_\_\_\_\_



© Ewing Galloway

Figure 44. Harvesting a crop that has been grown during the rainy season

10. What nationality may the man seated on the harvester be? \_\_\_\_\_

The other man? \_\_\_\_\_  
Their clothing should help you decide.

11. In what season was the picture taken?

In the \_\_\_\_\_

**Inland from the Tell.** 1. The place in the picture on the next page is about 50 miles southeast of the city of Algiers. Does it show a place in the Tell (Fig. 71, p. 89, o.w.l.)? \_\_\_\_\_

2. The nearly level land in Figure 45 is about 2,000 feet higher than the valley land in Figure 43. What are these higher, level lands called? P \_\_\_\_\_

3. What mountains are you looking at in Figure 45 (Fig. 7, p. 8, o.w.l.)?

The A \_\_\_\_\_

4. What, probably, is the chief use made of the lands in the picture?

G \_\_\_\_\_

5. The three pictures you have just worked with in this book, those on pages 90-95, o.w.l., and the reading you have done will help you think what the cooler, moister, northern part of North Africa is like. How would you describe the southern part of North Africa?

---

**Trade.** 1. Look again at the picture at the bottom of page 90, o.w.l. Notice the shapes of the boxes and barrels and other freight on the wharf. How can you tell that the two largest ships in the picture are French ships?

---

2. What two exports might be in the barrels on the docks?

---

3. What might be in the large bags that are stacked near the center of the picture?



© Ewing Galloway

Figure 45. In the mountains of Algeria, southeast of Algiers

4. Wood is stacked in rows just this side of the further pile of red barrels. On which of the three kinds of land named in the last question on page 50 of this book are trees chiefly found?

---

5. What exports would be shipped in boxes or crates? \_\_\_\_\_

---

6. Wheat from North Africa often is shipped in large, woven baskets. To what French port would wheat from Casablanca probably go?

B \_\_\_\_\_

7. What three kinds of boats in the pictures, page 90, o.w.l., are not ocean-going craft? \_\_\_\_\_

### *The Sahara*

**Kinds of work.** 1. On the map on page 8, o.w.l., find this sign  in northern Algeria. It is just to the right of the S in the word MOUNTAINS.

2. You found a sign like that near the word Khyber on the map of India, page 5, o.w.l. For what does that map sign stand?

---

3. If you were to make a trip either by train or by auto from Algiers into the desert, your route would lead through that low place in the Atlas Mountains. Soon you would come to the village in the picture on page 97, o.w.l. What kind of work is suggested by that picture and the one at the top of page 299, o.w.l.?



© Ewing Galloway

**Figure 46.** Where water was reached by digging a great hollow place in the sand

4. What kind of work do the date palms in the picture on page 99, O.W.L., suggest?

5. Still another kind of work carried on in desert lands is named at the top of page

3, O.W.L. What is it? T \_\_\_\_\_

6. As you read the stories of the Sahara on pages 97-100, O.W.L., look for things that remind you of those three kinds of work.

**Date gardens.** 1. How does the picture of the date garden in Figure 46 differ from that in the picture on page 99, O.W.L.?

2. Why do the trees in the picture above not have to be irrigated?

3. There are oases in the northern edge of the desert where you could count from 50 to 100 date gardens like the one in Figure 46. What may happen to these

gardens during a bad storm? \_\_\_\_\_

What must be done then? \_\_\_\_\_

**Desert trade.** 1. What item could you now add to your answer to question 5, on the preceding page?

2. Why are caravan routes no longer as important trade routes as they once were?

### *In Western Africa*

**Comparisons.** 1. From the table on page 335, O.W.L., fill these blanks.

*Area of French West Africa* \_\_\_\_\_ sq. mi.

*Area of French Equatorial Africa* \_\_\_\_\_ sq. mi.

2. Add the two numbers in question 1.

3. The area of France is 212,659 square miles. On a separate sheet of paper multiply that number by 13. What is your answer?

4. How does your answer compare with the answer you got in question 1 by adding the areas of French West and French Equatorial Africa?

5. What does this comparison show? It shows that the lands related to France in

western Africa are \_\_\_\_\_ times as large as

\_\_\_\_\_.



Figure 47. Getting ready to plant a new crop

6. The place in Figure 46 is between Tugurt and western Tunisia. That in Figure 79, page 100, O.W.L., is near Timbuktu. Find these two places on the map of Africa, page 8, in your geography. What makes the great difference in the two places?

**Capitals.** 1. Find the capital cities, Dakar and Brazzaville, on the map of Africa in your geography. What cape is Dakar near?

2. Find that cape on the map, page 9, this book. What advantage for trans-ocean

travel by air does Dakar have? \_\_\_\_\_

3. What advantage for trade does Brazzaville have? \_\_\_\_\_

4. Check your answer as you read about western Africa, pages 100-102, O.W.L.

**Work in western Sudan.** 1. On the map of Africa, page 8, O.W.L., find the east-west line that is 20° North. It runs just below the word Sahara on the map.

2. Find the east-west line that is 10° N.

3. What would the east-west line half-way between 10° N and 20° N be called?  
\_\_\_\_\_

4. Much of French West Africa between 10° N and 15° N looks like the place in Figure 47. How does the drawing suggest that more rain falls here than farther north in the Sahara?  
\_\_\_\_\_

5. Does the picture suggest *heavy* rainfall? \_\_\_\_\_ Why, or why not? \_\_\_\_\_

6. What besides rainfall makes places like that in the picture suited for farming?  
\_\_\_\_\_

7. The kind of country shown in the picture is the same kind of country as that in Figure 79, page 100, O.W.L. Name it.  
\_\_\_\_\_

G  
8. To what use besides crops can this land be put? \_\_\_\_\_

9. If the native in the picture is not going to raise peanuts, but is going to raise a cash crop for export, what will he probably plant?  
C

10. What exports are suggested by your answer to question 8?  
H \_\_\_\_\_ and s \_\_\_\_\_



© Ewing Galloway

Figure 48. Native house in Indo-China

### *Other Lands Related to France*

**Madagascar.** 1. Find Madagascar on the map, page 8, o.w.l. What east-west line

crosses the central part of it? \_\_\_\_\_

2. Find the capital on the map. Where is

it located? In the \_\_\_\_\_

3. Before reading about Madagascar in your geography, examine carefully each of these groups of words.

|                   |                    |
|-------------------|--------------------|
| huge              | small              |
| progressive       | backward           |
| peopled by Malays | peopled by Negroes |
| many schools      | few schools        |

4. Draw a circle around the group that you think might best describe Madagascar.

5. Check by reading in your geography.

6. Then make a list of surprising facts about Madagascar.

---

---

---

**Indo-China.** 1. Find Indo-China on the map on page 5, o.w.l.

2. In what two ways shown on the map could you travel between Hanoi and Saigon?

\_\_\_\_\_ and \_\_\_\_\_

3. What lands in Asia are directly to the west of Indo-China?

\_\_\_\_\_ and \_\_\_\_\_

4. Does the picture on page 103, o.w.l., suggest that much, or little, rain falls in the place shown?

5. Do the houses in the picture look to be built for cold weather, or for hot weather?

6. The picture on this page is a close-up of another native house built in a clearing. The walls are made of matting. Of what is the roof made?

7. Remembering what the chief crop of Burma is, what *kind* of straw might have been used for the roof?

8. What crop would you expect to find grown on the more level lands near this house and also on near-by level lands in the place on page 103, o.w.l.?

9. Notice the leaves of a banana tree showing at the edge of the roof in the picture on this page. The barrel is made of clay and is used for drinking water. The dippers have been made by fastening handles to coconut shells. What can you find in the picture that probably was imported?

10. Check your thinking as you read about Indo-China, pages 102-103, o.w.l.

# THE SOVIET UNION

## *Land and People*

A re-view. 1. Read again pages 12 and 13 in this book and pages 16-18, O.W.L., to help you recall some of the important facts about Russia.

2. What word tells *how* Russia has expanded to its present size (page 13, this book)?

By \_\_\_\_\_

3. What word describes Russia's size?

\_\_\_\_\_

4. What words describe how the lands making up the Soviet Union are located?

They are \_\_\_\_\_.

5. What big aim has Russia had as it expanded in every direction from the small beginning shown on the map on page 13 in this book?

To reach places on the c\_\_\_\_\_

that would make good s\_\_\_\_\_

6. Find from reading pages 104-112, O.W.L., what gains Russia made by taking areas in Europe and Asia.

Find out also how the Russian government has changed since 1914.

**Thinking about governments.** 1. Fill in the blanks in the sentence below so that the sentence will tell what you think a *republic* is. You may want to look up the word *republic* in your dictionary.

A republic is a state, or form of government, in which the \_\_\_\_\_ can vote as they \_\_\_\_\_ in electing \_\_\_\_\_

who \_\_\_\_\_

\_\_\_\_\_

2. Are the Russian states republics according to your definition? \_\_\_\_\_

Why, or why not? \_\_\_\_\_

\_\_\_\_\_

3. In what way were the Russian peasants disappointed greatly when the new government was set up? \_\_\_\_\_

\_\_\_\_\_

**Reasons.** 1. What gains, or reasons, have been given for the Russians pushing their boundaries out farther and farther?

\_\_\_\_\_

2. Find the Persian Gulf on the map on page 5, O.W.L. About how far is this gulf from the southern end of the Caspian Sea?

About \_\_\_\_\_ miles

3. If you can correctly tell what is described by each of the following groups of words, your answers will spell two reasons for Russians wanting to push south to the Persian Gulf. Write your answers in the numbered blanks, below the groups of words.

1. The most important Russian seaport, or "doorway," on the Black Sea
2. A low mountain range that forms part of the boundary between Europe and Asia
3. A belt of frozen land stretching from northern Norway across northern Russia
4. The earliest Russian "doorway" toward the Baltic Sea
5. What the peasants who overthrew the government of the Czar hoped to divide among themselves
6. A kind of work for which coastal all-season "doorways" are needed
7. Name of the vast plain that stretches eastward from the Ural Mountains
8. The number of political parties allowed in Russia
9. Another kind of work besides agriculture that the central government of Russia keeps complete control over
10. A term that means without seaports, or without good, all-season ones

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

4. What are the two reasons?

\_\_\_\_\_ and \_\_\_\_\_

**Three S's.** 1. Using only a few words, tell what facts about Russia you are reminded of by each of the following.

So big \_\_\_\_\_

So many \_\_\_\_\_

Shut in \_\_\_\_\_

2. The picture on page 16, O.W.L., suggests another word that starts with the letter s — sameness. What two words in the title for that picture make you think that you could ride for hundreds and hundreds of miles along the road shown there and still see only level land?

**Routes of Russian ships.** 1. Look at the name on the large foreign ship in the picture on page 16 of this book. Can you read the name? \_\_\_\_\_

2. If you could, you would find that it says, *Cooperatives of Leningrad*. On the map on page 34 in this book, draw a light dotted line that shows the water route that the ship would take in returning to Leningrad from London.

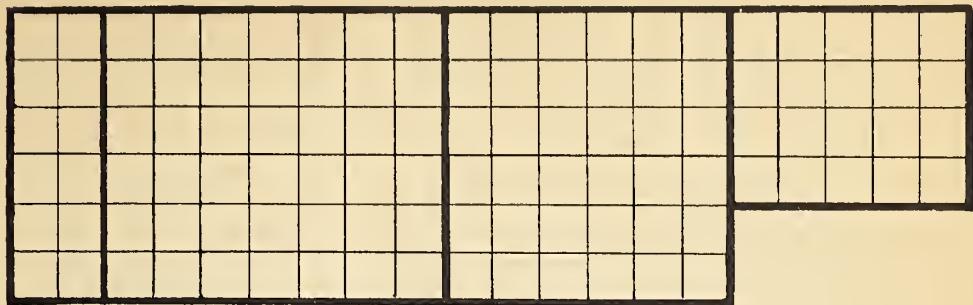
3. By air, that distance is about 1300 miles. By sea, it is between 400 and 500 miles longer. Why?

A ship has to go around \_\_\_\_\_

The United States



The Soviet Union



Crop lands

Pasture and grazing lands

Forest lands

Waste lands

Figure 49. Graph showing how area and land use in the United States compare with area and land use in the Soviet Union

4. Suppose that the ship, *Cooperatives of Leningrad*, was going to the Black Sea port of Odessa instead of returning to Leningrad. List the bodies of water that it would pass through. Start with the Thames River. Use the map on page 78, O.W.L., in making your list.

1. \_\_\_\_\_ 7. \_\_\_\_\_
2. \_\_\_\_\_ 8. \_\_\_\_\_
3. \_\_\_\_\_ 9. \_\_\_\_\_
4. \_\_\_\_\_ 10. \_\_\_\_\_
5. \_\_\_\_\_ 11. \_\_\_\_\_
6. \_\_\_\_\_ 12. \_\_\_\_\_

**More comparisons.** 1. On pages 106, O.W.L., you learned how the United States and Russia compare in size. Russia is how many times as large as the United States?

\_\_\_\_\_ times

2. That difference is shown in the drawings above by making the graph for Russia two and three fourths times as large as the one for the United States. How many

squares are there in the United States graph?

\_\_\_\_\_ squares

3. Multiply your answer for question 2 by  $\frac{7}{4}$ . That will tell you the number of small squares in the graph for Russia. Check to see that you have the right answer. How

many are there? \_\_\_\_\_

4. Before doing more, read "Good land, poor land" on page 112, O.W.L.

5. To show comparative areas of crop land of all kinds in Russia and in the United States, color the first section in each graph yellow (eight squares in the U.S. graph; twelve in the Russia graph).

6. To show comparative areas in forest lands, color the second section in each graph green. How do they compare?

---

7. Color the third sections brown to show comparative areas of lands used for pasture and grazing in both countries.

8. Use your pencil to color the last sections gray to show waste lands.

9. Complete the legend for your graph by filling the small squares with the colors you have used.
10. Which kind of land named in the graph includes hills and mountain slopes like those in the picture at the bottom of page 121, o.w.l.?
- 
11. Which kind includes poor grasslands and deserts such as the one at top of page 299, o.w.l.?
- 
12. Which includes wet, marshy lands; bare, frozen tundra; and desert lands like the one in the picture at the bottom of page 111, o.w.l.?
- 
13. Why is the side heading, "Good land, poor land" (p. 112, o.w.l.) a good one to use in describing Russian lands?
- 
- Travel and transport.** 1. List six pictures, including Figure 95 on page 117, o.w.l., between pages 104 and 137, o.w.l., that show river scenes.
- Figure \_\_\_\_\_
- Figure \_\_\_\_\_
- Figure \_\_\_\_\_
- Figure 95 \_\_\_\_\_
- Figure \_\_\_\_\_
- Figure \_\_\_\_\_
2. In the long blanks after each figure number, name the way in which the river was being used when the picture was taken.
3. Figure 95 shows a handicap for using that river by boats at the time the picture was taken. Name that handicap.
- 
4. A picture much like the one on page 108, o.w.l., might be taken in winter on any of Russia's large rivers. What does that tell you about river transport in Russia?
- 
5. Do the maps on pages 4-5, 78, and 110, o.w.l., show that large cities have been built on most of Russia's larger rivers, or on only a few of them?
- 
6. Since most of Russia is a vast plain, would you expect to find many, or few, of Russia's rivers used for water power?
- 
7. See if you can describe Russian rivers in a few words, much as Russian lands are described at the top of page 112, o.w.l.
- O\_\_\_\_\_ at times; c\_\_\_\_\_ at times.
8. Check your answers as you read about rivers, water power, and canals on pages 112-116, o.w.l.
9. Read about roads and railroads, pages 116 and 118, o.w.l., to see if Russia is well supplied with those kinds of transportation.
10. What did you find? \_\_\_\_\_



© Julien Bryan, from European

Figure 50.

River trade. 1. The picture above shows a cargo boat on Russia's most important river. What river is that?

2. The boat is moving upstream. In what general direction is it going?

3. The person who took the picture was on the upper deck of a boat somewhat like the boat in Figure 89, O.W.L. Find the railing on the upper deck of that boat.

4. The cargo boat above was loaded at Baku in the Caspian Sea. Find from the map at the top of page 119, O.W.L., what cargo the boat is carrying.

5. On the map on page 110, O.W.L., follow the boat's route from Baku to Moscow by way of the Volga River. Through how many large cities does a boat from Baku pass before reaching Moscow?

\_\_\_\_\_ cities  
6. How can you tell that the boat is heavily loaded?

7. Give the picture above a title that tells on what river the picture was taken.

8. Find out how oil ranks among the mineral resources of Russia by reading about those resources on pages 118 and 120, O.W.L.

Minerals. 1. How does oil rank among Russia's minerals?

2. The minerals listed below are those not mapped on Figure 97 at the top of page 119, O.W.L. In the blanks after each mineral, tell one or more of its important uses. You may need to look up some of them in your dictionary.

Copper \_\_\_\_\_

Lead \_\_\_\_\_

Zinc \_\_\_\_\_

Nickel \_\_\_\_\_

Tin \_\_\_\_\_

5. Manganese ore is used in making tough steel that will bend without breaking. Name something for which tough steel is needed.

Chromium \_\_\_\_\_

6. You have learned that power, raw materials, workers, markets, and good transportation are some of the things which men need to think about in choosing places for mills and factories. Tell why you would expect the large area 800 miles east of Moscow on the map on page 119, O.W.L., to be an important manufacturing region.

Mercury \_\_\_\_\_

Asbestos \_\_\_\_\_

Sulphur \_\_\_\_\_

Gold \_\_\_\_\_

Silver \_\_\_\_\_

Platinum \_\_\_\_\_

Western farmlands. 1. Figure 51 was taken in one of the three new Russian lands named on the map on page 106, O.W.L. What are those lands?

2. What advantage that is shown on the map did Russia gain by adding these lands to its area?

3. What is the crop that is drying in the field in the picture? If you are not sure, look at the picture on page 47 of this

book. \_\_\_\_\_

4. What do you see in the distance to the right of the long barn?



© Keystone View Company

**Figure 51.** \_\_\_\_\_

5. What things in the picture are made of wood?

6. After you have read "On the Baltic Sea," pages 122 and 123, O.W.L., make a good title for the picture.

7. Read about the main farming area, crops, changes in farming, and collective and state farms, pages 123-125, O.W.L.

### *Some Parts of Russia*

**Main farmlands.** 1. The large dotted region on the map on the next page shows the location of Russia's main farming area. Color that area a light green on the map.

2. Find Leningrad on the map. Notice that the northern edge of the main farming area runs about due eastward from Leningrad.

3. Find from the map on page 4, O.W.L., what east-west line touches the dot for Leningrad. \_\_\_\_\_ That east-west line also crosses Hudson Bay in Canada. Find

Hudson Bay on the map, page 9 of this book.

4. If a line were drawn due east from Kiev, Figure 52, would the larger part of the main farming area in Russia be north, or south, of that line?

5. No part of the United States proper is as far north of the equator as Kiev is. How, then, does the length of the growing season in the United States compare with the length of the growing season in the northern part of Russia's farming area?

In the United States, the growing season is \_\_\_\_\_.

6. Thousands of acres of land in the northern part of the main farming area of Russia once were covered with what?

7. Thousands of acres in the southern (better) part of the main farming area once were covered with what?



**Figure 52.** Farming areas in the Soviet Union

**Scattered farmlands.** 1. On the map on page 110, o.w.l., find an area south of the Caucasus Mountains that is from sea level to 2,000 feet.

2. Color green that same area on the map above, if you have not already done so.

3. Find the Crimea on the map on page 110, o.w.l. It is a peninsula jutting into the Black Sea. Find the Crimea on Figure 52.

4. Find Lake Aral on the map above. Color green one large and five small farming areas south and east of that lake.

5. Find and color green three small farming areas west of Lake Baikal on the map.

6. Far to the east of Lake Baikal are two more. Near what river is one of them?

\_\_\_\_\_ River. Color both areas green.

7. Find the dot and name for Verkhoyansk in the far north in Siberia. Find this city on Figure 5, page 5, o.w.l. What special east-west line is Verkhoyansk north of?

The \_\_\_\_\_ Draw a small green circle around the dot that stands for Verkhoyansk on the map above.

8. Color green four small areas southeast of Verkhoyansk.

9. In most of the main farming area you found grain farming and dairy farming of chief importance. Find what crops are important in these scattered farmlands by reading about them on pages 124-129, o.w.l.

**Surprises.** 1. The lowland south of the Caucasus Mountains is about the same distance from the equator as Chicago. Could tea or citrus fruits be successfully grown

near Chicago? \_\_\_\_\_ Why, or why not?

2. What makes it warm enough for them

to be grown south of the Caucasus? \_\_\_\_\_

3. Find the city of Tashkent on the map opposite. That city also is about the same distance from the equator as Chicago. Name three crops grown on irrigated lands in the Tashkent area east of the Caspian Sea that are not grown successfully as far north as Chicago in our country.

4. Which of the farming areas shown on Figure 52 is farthest north?

The one at \_\_\_\_\_

5. Verkhoyansk is so far north that each year the sun never sets from June 2 to July 11. How does this long daylight period help farmers there?

Farms. 1. On what kind of farms are the people working that you see in the pictures on pages 125, 126, and 127, o.w.l.?

On \_\_\_\_\_  
2. How can you explain the fact that there are *many* workers working near each other in most of the Russian pictures showing farm work? \_\_\_\_\_



From photo by Hazel Hoyt Ott

Figure 53. \_\_\_\_\_

3. The women in the picture above are out under the apple trees in an orchard on a collective farm. They are cutting up apples for drying. In what season was the picture taken?

4. Notice that it has become warm enough so the women have removed their coats and put them in the crotch of a tree. Since there are only two workers in the picture, what do you suspect about the size of the orchard?

That it is probably \_\_\_\_\_

5. Find a sentence about orchards in the second column on page 123, o.w.l., that tells whether or not such a picture could be taken on most collective farms. Copy it here.  
\_\_\_\_\_  
\_\_\_\_\_

6. Make a good title for the picture.

7. Find on the map on page 110, o.w.l., the city of Kiev. The picture on the next page was taken near that city. What suggests that few modern changes had been made on this farm at the time the picture was taken?



Courtesy Hazel Hoyt Ott

Figure 54. On a collective farm not far from Kiev

8. All water for both animals and people comes from the open well at which the woman is standing. A bucket is lowered into the well by a rope. When full, the bucket is drawn out of the well by winding the rope around the wooden roller. The trough leads to a tank where the farm animals drink. What farm animals are most common on farms in this part of Russia?

9. The building whose roof reaches to the ground is a root cellar. What is the chief vegetable to be stored in such cel-

lars during the winter? \_\_\_\_\_

What fruit? \_\_\_\_\_

10. What uses can you suggest for the wood slabs in the right foreground of the picture? \_\_\_\_\_  
\_\_\_\_\_

**Farm village.** 1. The picture on the next page shows part of the village of Ryblovo, on a collective farm not far from Moscow. How do the homes compare with the buildings in Figure 54? \_\_\_\_\_



© Sovfoto

Figure 55.

2. The road in the picture above should remind you of something you read about Russian roads (p. 116, O.W.L.). What?

3. The water in the foreground is the village pond, but a small river flows through the village and on to Moscow. With what might rafts from Moscow be loaded?

With what might the rafts be loaded on their return from farther south to Moscow?

4. On this collective farm, boys the age of those in the picture are made members of a "vegetable brigade." When not in school, they work each day in a large vegetable garden. Name some vegetables that

they may spend long hours hoeing.

5. In another year, the boys will become members of a "field brigade," working with the men. Find a Russian picture in your geography that shows the kind of work they will do then.

Figure \_\_\_\_\_, page 125, O.W.L.

6. Moscow is far enough north so that in mid-summer there the sun rises soon after three in the morning and sets about nine in the evening. How many hours of daylight do the people on the collective farm near the village in the picture have in mid-summer?

\_\_\_\_\_ hours

7. In mid-winter, the nights are the same length as the days in mid-summer. How many hours of daylight do those people have in mid-winter?

\_\_\_\_\_ hours

## Cities and Industries

Manufacturing. 1. Think about the mineral resources, the farms, and the forests of Russia. Then use the first column of blanks below to list kinds of factory products you would expect to find being made in the various parts of that huge country.

2. After each product that you listed, write the name of at least one raw material that is used to make that product.

*Factory  
Products*

*Raw  
Materials*

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

3. Where, if any place, in Russia would you expect to find shipyards?

---

4. As you read pages 130-134, O.W.L., find signs on the map on page 64 of this book for the cities named there. If not named, print the name of each city near the dot which stands for that city. If you need to write the name at some distance from the dot, use an arrow to connect the two.

Freedoms. In the United States, laws are made to protect each of us. We can do about as we please so long as we do not harm others. Here are some of the freedoms we enjoy. Tell what each means.

\_\_\_\_\_ Freedom of speech \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ Freedom of press \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ Freedom of religion \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Plans. 1. What are some of the kinds of products made in chemical plants?

---

---

---

2. Is gun powder a chemical? \_\_\_\_\_

Are commercial fertilizers chemicals? \_\_\_\_\_  
Which one of those products could be of more value to the great mass of Russians?

\_\_\_\_\_ Tell why. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Read "A Final Word" on pages 134-135, O.W.L. Then check each of the freedoms listed above that the Russian people do not have.

# CHINA

**China in the Far East.** 1. What two Far Eastern lands have you named on the map on page 6 of this book?

\_\_\_\_\_ and \_\_\_\_\_

2. Read again the exercise about an early overland trade route between East and West on pages 7 and 8 of this book.

3. List three kinds of regions that made travel between China and the Mediterranean lands very hard in early times. (See maps, pages 4-5 and top of page 128, O.W.L.)

High m\_\_\_\_\_

Vast p\_\_\_\_\_

Great d\_\_\_\_\_

4. From question 5 on page 8 of this book, find out about how many miles long the route between China and the eastern coast of the

Mediterranean Sea was. \_\_\_\_\_ miles

What, then, is another reason why travel between the Far East and Europe was

difficult? Long d\_\_\_\_\_

5. Most of the steppe lands along the long land route shown on the map on page 6 of this book are in what nation of today?

6. On or near parts of the old routes, travel today is carried on in much the same way as in early times. The picture on page 122, O.W.L., shows an old way of land travel. But something else in the picture has been greatly improved since the early caravans traveled that route.

What is that something else? The \_\_\_\_\_

7. What kinds of regions do this picture and that at the bottom of page 111, O.W.L., show?

M\_\_\_\_\_ and d\_\_\_\_\_

Did you name those two kinds in your

answer to question 3? \_\_\_\_\_

8. Read again about an early water-and-land route between East and West on page 8 of this book. Why do ships not need to follow the coast so closely today?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9. In the first column on page 9, O.W.L., are listed products of the Far East that, in early days, were greatly in demand by people of Europe. Why were spices wanted?

Because cooking was \_\_\_\_\_

10. Make a list of things, other than spices, that were brought from the Far East in early days.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

11. The stories about China on pages 138-142, O.W.L., will tell you about some of the changes in China and in trade routes since the days of early trade. Read them.

## *Through Many Years*

**China through the years.** Read each of the following sentences carefully. Then cross out the word or words that would make the sentence wrong.

1. New things learned by the Chinese in the early centuries of their civilization (stayed in China) (were shared with peoples of the Mediterranean).

2. In the early days of trade between the East and the West (all) (fastest) travel on land was by horseback.

3. The Great Wall of China was built to keep out (Europeans) (nomads).

4. The isolation of China was destroyed by (traders who came over caravan routes) (traders who came over sea routes after the invention of the compass).

5. In the struggle for China that took place about a hundred years ago, China was not a match for the European powers because of (foreign trade) (foreign methods of warfare).

6. China is (rich) (poor) in farmlands and in minerals.

7. China is one of the "Five Great Powers" largely because of its (millions of people) (huge size).

8. China's progress as a World Power has been slow because China has not (become a Republic) (had a stable central government).

9. The newest routes to China are highways of (the sea) (the air).

10. Most Chinese today live in villages (far from) (on) main, well-traveled highways.

**China Proper.** 1. Find China Proper on the map on page 141, o.w.l. Trace its boundary with the eraser end of your pencil.

2. The map on page 139, o.w.l., helps you to see what the northern boundary of China Proper follows in a general way. What does it follow?

3. What forms a large part of the western boundary of China Proper (Fig. 117, page 139, o.w.l.)?

4. Find Peiping on Figure 5, o.w.l. What east-west line touches Peiping?

5. Follow that east-west line westward into Europe. It crosses the southern part of what European country that is shaped somewhat like a boot?

6. Find the Tropic of Cancer on Figure 5, o.w.l. Notice that the southern part of China Proper extends south of that line. Follow the Tropic of Cancer westward into Africa. The southern part of what African country is about the same distance from the equator as the southern part of China Proper?

7. Find the largest coastal area of dense dots on the map on page 141, o.w.l. Find that same area on the map on page 139, o.w.l. What large seaport city do you find at that place?

S \_\_\_\_\_

8. What river valley lies to the west of Shanghai?

9. Are many, or few, large cities shown along that river and in that valley on the map on page 139, o.w.l.?

10. Find Lake Tai on the map (p. 139, o.w.l.) near Shanghai. Is Lake Tai about 75, or about 100 miles long?

About \_\_\_\_\_ miles

11. The stories on pages 143-150, o.w.l., tell you about people who live in South China—in Shanghai and near Lake Tai, in the Yangtze Valley, and elsewhere.



© Ewing Galloway

Figure 56.

### *In South China*

**Three pictures.** 1. The village above is about the size of Kaihsienkung. The houses are much like those on page 146, o.w.l. Describe them.

The houses are s\_\_\_\_\_ and built close t\_\_\_\_\_.

2. Find the light streak this side of the houses to the right in the picture. It is a road. It leads to a market town and then on to a large city. How do the people of Kaihsienkung travel when they go to their nearest market town?

By \_\_\_\_\_

3. The water in the foreground of the picture is a pond. This village has a river too. It is beyond the houses. What use would you expect to find made of both river and pond water?

Used for \_\_\_\_\_

4. What other likenesses can you find

between the place in Figure 56 and Kaihsienkung?

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5. The picture at the top of the next page brings you closer to farm lands like those in the picture above. The water in Figure 57 is not a river. What is it?

An i\_\_\_\_\_ d\_\_\_\_\_

6. What is another name for the roadway on which the people are standing?

A d\_\_\_\_\_

7. The two people in Figure 57 are getting ready to do the same kind of work as the men on page 147, o.w.l. What is that?



© Ewing Galloway

Figure 57.



© Guillumette

Figure 58.

8. The picture in Figure 57 was taken in August. What grain is being grown in the "paddy" field to the left? R \_\_\_\_\_

9. What probably will be planted in the same field three months later? W \_\_\_\_\_

10. Will that winter crop *have* to be irrigated? \_\_\_\_\_

11. Why can a winter crop be grown in most of South China?

Because \_\_\_\_\_

12. Why is it a good thing that these Chinese farmers can grow crops both in winter and in summer?

Because \_\_\_\_\_

13. Many of the houses in Figure 56 are like those in the picture in Figure 58 on the opposite page. Of what material are the roofs made?

14. What in the picture (Fig. 58) may be sold to get money for things these farmers need to buy?

\_\_\_\_\_

15. Some geese are kept in pens. What will be fed to them?

G \_\_\_\_\_

16. Baskets, pens, fences, and many other things are made of bamboo. Where in the picture do you find some bamboo poles soaking?

\_\_\_\_\_

17. Do you recognize the two small trees

with broad leaves in Figure 58? What do you think they are? \_\_\_\_\_

18. Along some of the wider dikes, mulberry trees are grown. For what are the mulberry leaves used?

To feed to \_\_\_\_\_

19. What in the picture shows that one "modern" way of living has come to the village? The \_\_\_\_\_ on poles at the right in the picture.

20. Make a list of kinds of workers, other than farmers, who live in villages like Kaihsienkung and the place in Figure 56, this book.

\_\_\_\_\_                    \_\_\_\_\_  
\_\_\_\_\_                    \_\_\_\_\_  
\_\_\_\_\_                    \_\_\_\_\_

21. Make titles for Figures 56, 57, and 58.

Market town. 1. What do you find in Figure 125 on page 148, o.w.l., that may have come from gardens like the one in Figure 58, this book?

2. Try to think how several small villages like Kaihsienkung, a market town, and the city of Shanghai would look from high in the air as they are described in the last paragraph of the first column on page 148. Then, on a separate sheet of paper, make a sketch map showing the location of each. Draw a coastline first. Use a large dot to stand for Shanghai. A smaller dot will stand for the market town. Use still smaller dots for the villages.

3. What two kinds of transportation routes will you draw between Shanghai and the market town?

\_\_\_\_\_                    \_\_\_\_\_



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**Figure 59.** Boat load of rice in Shanghai harbor

**Trade.** 1. The boat in the picture above is in Shanghai harbor. It is loaded with about 500 sacks of rice from inland villages like Kaihsienkung. It may dock at one of the wharves you see in Figure 60 on the opposite page. How would you describe the scene in Figure 60?

---

---

2. List the kinds of transportation you can find in Figure 60.

---

---

3. What products other than rice might be brought to Shanghai in bags on river boats like the one in the picture above?

---

---

4. Make a good title for Figure 60.

**Thinking about Chinese farms.** 1. An acre is about the size of a football field. Look again at the rice fields in Figure 56. Do those rice fields look larger, or smaller, than a football field?

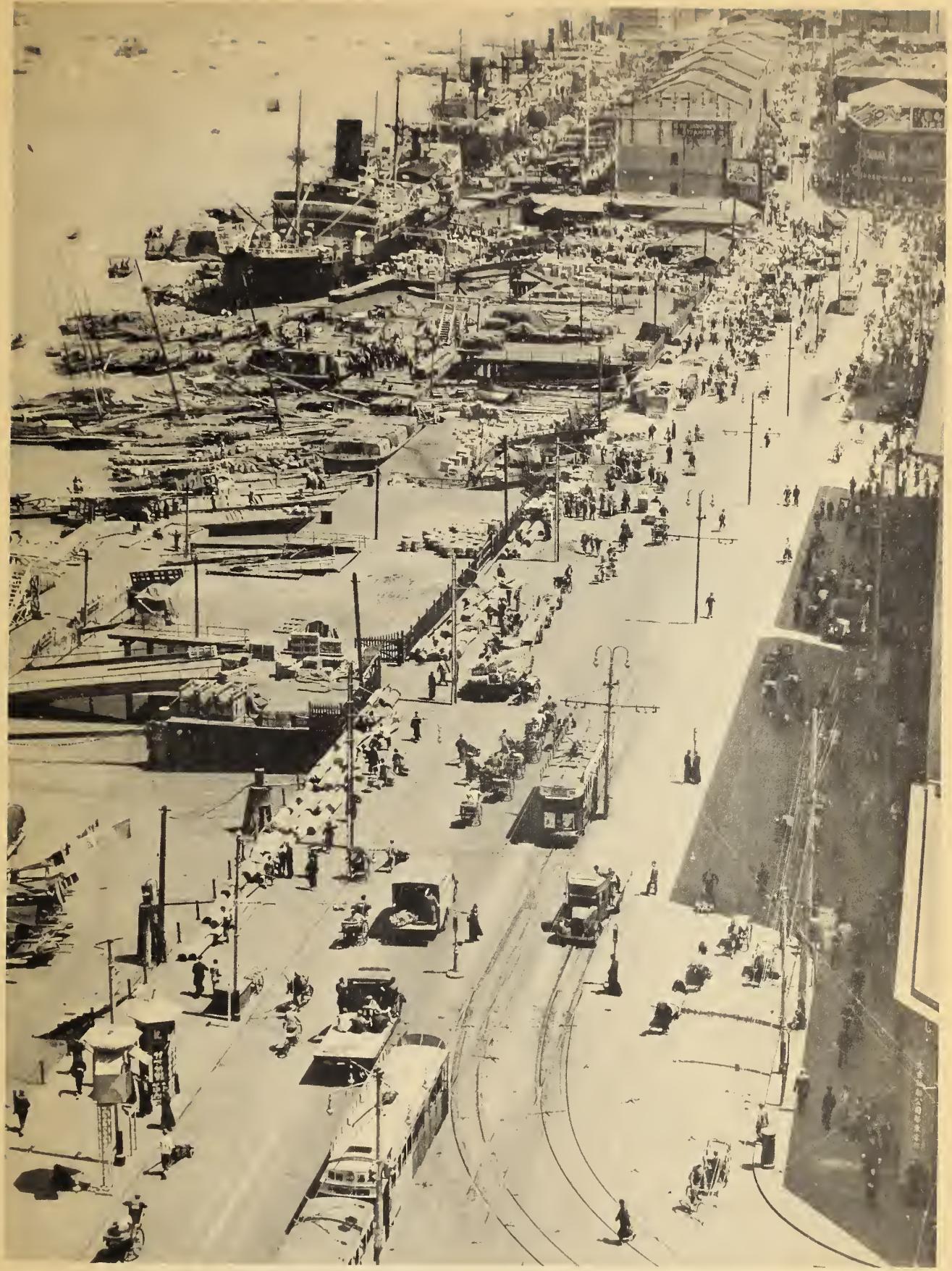
---

2. About how many farm families in Kaihsienkung make a living from 460 acres?

About \_\_\_\_\_

3. If each of those farm families worked an equal share of those 460 acres, would each family have 1 acre, about  $1\frac{1}{2}$  acres,

or about 2 acres? About \_\_\_\_\_ acres



© Ewing Galloway

Figure 60.

4. In a good year, Kaihsienkung farmers may average 40 bushels of rice to the acre. How many bushels would an acre and a half produce?

\_\_\_\_\_ bushels

5. Why do Kaihsienkung farmers not sell all the rice they raise?

\_\_\_\_\_

---

6. If each Kaihsienkung farmer raised sixty bushels of rice and sold half of that amount, what he sold would fill only 12 or 13 sacks like those on the boat in Figure 59. Does that help you to see why it is hard for those farmers to make a living from their crops alone? What other fact does the small size of the "cash crop" help you to understand? (See last sentence, p. 148, o.w.l.)

---

---

Minerals. 1. What two minerals are found in South China that were not in the list of Russia's minerals (pp. 118 and 120, o.w.l.)?

A \_\_\_\_\_ and t \_\_\_\_\_

---

2. Use your dictionary to find some of the chief uses for antimony.

---

3. Chief uses for tungsten. \_\_\_\_\_

---

---

### *In North China*

North China on the map. 1. Find the seaport city of Tsingtao on the map on page 139, o.w.l.

2. Tsingtao is at the eastern end of a lowland that crosses a peninsula. Find the name of that peninsula.

The S \_\_\_\_\_ Pen.

3. What lowland plain is west and northwest of that peninsula?

The Y \_\_\_\_\_ Plain

4. What is the name of the river that flows northeast across the Yellow Plain?

The H \_\_\_\_\_ H \_\_\_\_\_

5. Find a broken line on the map (p. 139, o.w.l.) that runs southeast between the Hwang Ho and the Hwai River.

6. That broken line shows the old route of the Hwang Ho to the sea. All the lowland along the old route and along the present route has been built by silt (fine dirt) carried by the Hwang Ho from the mountains farther west. What is land called that is built up by a river at its mouth?

A d \_\_\_\_\_

7. Find the Tsingling Mountains on the map, p. 139, o.w.l. What kind of land lies north of those mountains?

M \_\_\_\_\_

8. What are three kinds of land found in North China?

L \_\_\_\_\_

D \_\_\_\_\_ p \_\_\_\_\_

M \_\_\_\_\_

Two pictures. 1. One of the pictures on pages 150 and 151, o.w.l., shows farming without irrigation. Which one?

Figure \_\_\_\_\_



© Presbyterian Board of Foreign Missions

Figure 61. Threshing kaoliang

2. In what part of China is the place in Figure 127, p. 151, O.W.L.?

In \_\_\_\_\_ China

Beyond the houses in that picture a lowland plain stretches away for miles.

3. What do you find that is much the same in the two pictures on pages 150 and

151, O.W.L.? \_\_\_\_\_

3. Put *B* before two that are widely grown in both North and South China.

\_\_\_\_\_ corn      \_\_\_\_\_ kaoliang      \_\_\_\_\_ rice  
\_\_\_\_\_ wheat      \_\_\_\_\_ millet      \_\_\_\_\_ barley

4. The picture above shows a common way of threshing kaoliang in China. Kaoliang heads are emptied from sacks on the threshing floor. What picture used earlier in this book shows much the same way of

threshing? Figure \_\_\_\_\_ on page \_\_\_\_\_

5. The first picture on the next page was drawn to show how one kind of kaoliang looks. Each tiny section of the head holds a seed (grain). You can tell by the "measuring stick" near the man that he is six feet tall. How does the drawing show that kaoliang grows to be 8 to 14 feet high?

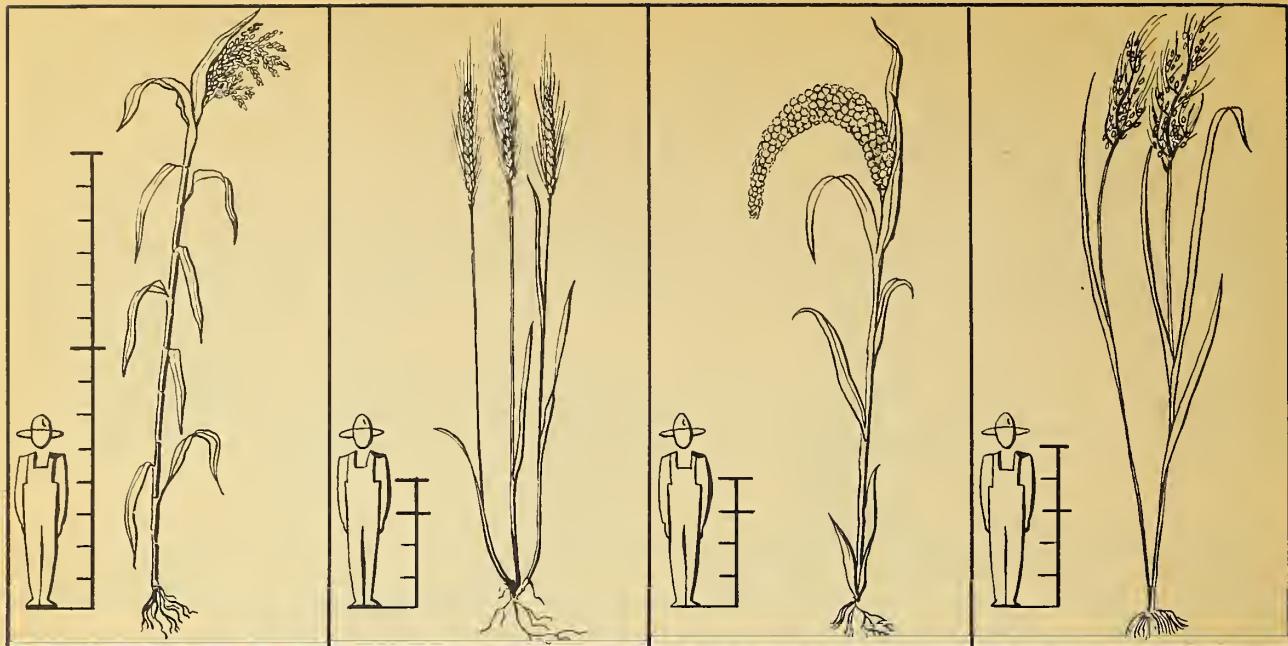
**Reading.** 1. As you read about North China on pages 151-155, O.W.L., check your answers to the map and picture questions.

2. Find reasons for differences between North and South China.

**Grain crops.** All grains listed near the top of the next column are grown in China.

1. Put *N* before those that are grown chiefly in North China.

2. Put *S* before those that are grown chiefly in South China.



**Fig. 62. Kaoliang**

**Fig. 63. Wheat**

**Fig. 64. Millet**

**Fig. 65. Rice**

6. Find the height of each of the other grains for which drawings have been made.

wheat \_\_\_\_ to \_\_\_\_ ft. millet \_\_\_\_ to \_\_\_\_ ft.

rice \_\_\_\_ to \_\_\_\_ ft. corn \_\_\_\_ to \_\_\_\_ ft.

barley \_\_\_\_ to \_\_\_\_ ft.

7. Which kind of grain do you think would be easiest to recognize just before harvest?

---

8. What three might be hard to tell apart?

---

and \_\_\_\_\_

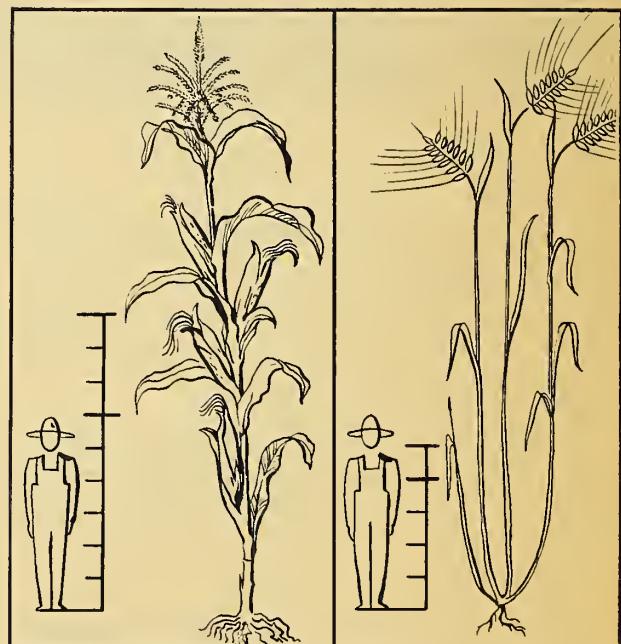
**Farming in North China.** 1. A *hazard* is a risk or a danger. What hazards make farming in North China more risky than farming in South China?

Rainfall in North China is \_\_\_\_\_

and farmers do not depend on \_\_\_\_\_.

2. Why do farmers in North China need almost twice as much land as farmers in

---



**Fig. 66. Corn**

**Fig. 67. Barley**

South China in order to make a living? (In answering, remember that on most farms in South China both summer and winter crops are grown.)

---

\_\_\_\_\_



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Figure 68.

**A story to write.** 1. The picture above was taken in the land of the Yellow Earth. What probably caused the mountains to be bare of forests?

2. Think how the picture reminds you of what you have read about forests, floods,

fertile soil, farmers, and famines in North China.

3. Then write a story in which you tell how those words are tied together and related to conditions in North China today.

4. Give your story a title and make a good title for the picture.

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© Black Star

**Figure 69.** Where men and animals live in cave homes

**Cave homes.** 1. Find Lanchow on the map on page 139, o.w.l. It is the nearest large city from which the people in the village in Figure 68 get their supplies.

2. With the rubber end of your pencil, trace on the map (p. 139, o.w.l.) the course of the river which flows through Lanchow. What river is it?

3. Find a branch of the Hwang Ho that starts directly south of Lanchow on the map, page 139. It is north of the Tsingling Mountains and flows through Sian.

4. In many places in the valley of that branch of the Hwang Ho, people are living in cave homes and animals are sheltered in cave barns like those in the picture above. Which paragraph in "Land of the Yellow Earth" on page 153, o.w.l., describes places like the one in the picture? Par. \_\_\_\_\_

5. How were the clay hills in this part of China built up?  
\_\_\_\_\_

6. What color is the clay? \_\_\_\_\_

7. Which grains pictured on page 78 of this book might you find growing on the "roofs"?

Those in Figures \_\_\_\_\_

8. Many of the caves are larger than your schoolroom. After the caves are dug, the action of the air hardens the clay somewhat so the walls and ceiling look much like our plastered walls. What might happen to these cave homes when the earth is shaken by only a slight earthquake?

## *Cities of China Proper*

**Four cities.** After you have read the stories about cities of China Proper on pages 156-160, O.W.L., decide which of those cities each of these paragraphs describes. Write the name of that city on the title line.

---

A seaport city that has lost some of its earlier importance because modern steamships need deeper water than the ships of many years ago. The Chinese lady in the picture opposite might be living in one of this city's thousands of "boat homes."

---

A large seaport city and railway center at the head of ocean navigation on one of China's smaller rivers.

---

Although this city is an inland city today, it began as a village on the seacoast. Its location always has been important because of control of a near-by mountain pass.

---

A crossroads city where north-south travel by rail meets east-west and south travel by river. At this place, goods from farms are collected to be sold in other places. Goods from other places are collected here to be sold to farmers. It is a huge inland "market town."

---

**A picture hunt.** What pictures or maps in your geography or this book would you select if you wanted to illustrate each of these facts about China Proper?

1. The material most used for houses is brick. Brick is made of clay which is near at hand. Figure \_\_\_\_\_



© Ewing Galloway

Figure 70. Houseboat home



© Monkmeyer

Figure 71. In China

2. In South China tile roofs are better than roofs of thatch (mud and straw) because rainfall is heavier there.

Figure \_\_\_\_\_

3. In both South and North China, many farm homes have thatched roofs, for straw is cheaper than tile.

Figures \_\_\_\_\_

4. Chinese mothers and Chinese babies remind us of mothers and babies in our country. Figure \_\_\_\_\_

5. In parts of western North China, people live in caves dug into the sides of clay cliffs under their upland fields.

Figure \_\_\_\_\_

6. The population of China is spread unevenly over the land. Figure \_\_\_\_\_



© Monkmeyer

Figure 72. Shoemaker

7. Land is so precious for farming that, in cities and villages alike, buildings are crowded close together.

Figure \_\_\_\_\_

8. Most farms are so small that farmers do most of their farm work by hand or with the help of only one work animal.

Figure \_\_\_\_\_

9. Little or no land can be spared for pasture, so there are few cattle, horses, or sheep. Figure \_\_\_\_\_

10. Because pigs, chickens, and ducks require little land and can live largely on food which people cannot eat, one or all of these animals are raised on most farms.

Figure \_\_\_\_\_

11. Textile manufacturing is of importance in China. In some places modern factories have been built.

Figure \_\_\_\_\_

12. An important part of the manufacturing done in China is carried on in little shops in small cities and towns. Sometimes the



© Monkmeyer

Figure 73. Fruit vendor, North China

manufacturer works and displays his goods on the street.

Figure \_\_\_\_\_

**Other pictures.** 1. Describe pictures you would need if you wanted to illustrate this fact about China. *Most farmers work so little land that some member of the family must do extra work to help make a living for the family.*

Pictures showing \_\_\_\_\_

2. What kind of work does the picture above show?

3. The vendor in Figure 73 probably left his farm home long before daylight. He may have walked many miles with the trays of grapes, peppers, and apples swinging from the pole across his shoulders. Why, do you

think, did he cover the fruit with cool, crisp cabbage leaves before he started out?

**Manufacturing.** Men who are planning to build factories need to think of the seven things listed below. Read the list carefully. Then draw a circle around the things that China lacks.

1. Markets
2. Raw materials
3. Means of transportation
4. Means of developing power
5. Stable, dependable government
6. Capital (money)
7. Labor (workers)

### *Manchuria*

**A pre-view of Manchuria.** 1. Find from the map on page 141, O.W.L., how Manchuria ranks in population among the four regions of China, outside China Proper.

It ranks \_\_\_\_\_.

2. From the map on page 139, O.W.L., find whether Manchuria appears to have poorer, or better, transportation than China Proper.

3. Between what two east-west lines does most of Manchuria lie (maps pages 5 or 139, O.W.L.)?

\_\_\_\_\_° and \_\_\_\_\_°

4. If Manchuria were moved due eastward to the Mississippi Valley in our country, its southern boundary would touch the boundary between Kansas and Nebraska. Its northern boundary would extend about 300 miles into Canada. Name some states between Kansas and Canada.

5. Name some crops that are raised in those states.

6. Why might you expect some of the same crops to be raised on farms in Manchuria?

7. What crops that are important in North China might be grown also in Manchuria?

8. What crop are the farmers cultivating in the picture on page 161, O.W.L.?

9. What in the picture suggests more modern ways of farming than those in China Proper?

10. Check your answers as you read about Manchuria on pages 160-162, O.W.L.

**Differences.** Key words in thinking about differences between China Proper and Manchuria are given below. Tell what the difference is in each case by using the words in sentences.

*Farm machinery*— \_\_\_\_\_

*Work animals*— \_\_\_\_\_

*Size of farms*— \_\_\_\_\_



© Ewing Galloway

Figure 74. Where the cash crop of Manchuria is stacked and stored

Coal— \_\_\_\_\_

2. The great cash crop of Manchuria is stored in the bags and warehouses in the

Railroads— \_\_\_\_\_

picture. What is that crop? \_\_\_\_\_

River transport— \_\_\_\_\_

3. With what Manchuria seaport named on the map is Changchun connected by rail?

Cash crop— \_\_\_\_\_

Forests— \_\_\_\_\_

With D \_\_\_\_\_

### *Inner Mongolia*

Cash crop. 1. Figure 74 was taken at Changchun (formerly called Hsingking). How does the map, p. 139, o.w.l., show that it is a collecting point?

By the number of \_\_\_\_\_

Maps, pictures, and a story. 1. What does the map on page 141, o.w.l., tell you about Inner Mongolia? That it has fewer

people than \_\_\_\_\_

2. What does Figure 107, o.w.l., tell?

That much of it is \_\_\_\_\_

3. About how far is it between Kalgan and Ulan Bator (p. 139, o.w.l.)?

More than \_\_\_\_\_ miles

4. Read page 163, o.w.l..



© Triangle Photo Service

Figure 75. Where the nomad moved in

**Directions:** The picture above shows the members of a tent family who have taken over grasslands as described in the first column on page 163, O.W.L. Use the blank lines for writing your account of what you see in the picture.

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## *Sinkiang and Tibet*

A re-view. After you have read the stories of Sinkiang and Tibet on pages 164 and 165, o.w.l., see if you can answer these questions.

1. The line of dots above the word Sinkiang on the map on page 141, o.w.l., should remind you of something told about in the second paragraph on page 164, o.w.l. What?

2. The camels in the picture on page 122, o.w.l., are loaded with cans of oil. They may be going to one of the oasis towns in Sinkiang. With what might they be loaded on their return trip?

3. About how many miles is it from Urumchi to the railroad near Lake Balkhash in Russia (p. 5, o.w.l.)?

About \_\_\_\_\_ miles

4. About how many miles is it from Urumchi to the *N* in the word CHINA on the map on page 5, o.w.l.?

About \_\_\_\_\_ miles

5. That is about the distance a caravan would have to travel to go from Urumchi to Lanchow. What does this difference in distance help explain?

6. What four words in the second column on page 164 describe the land in the background in the picture on page 165, o.w.l.?

7. Lhasa is about the same distance from the equator as Shanghai or Cairo or New

Orleans. What weather conditions and other things make the country around Lhasa so different from that around those cities?

## *The Years Ahead*

Changing China. The 14 changes listed below would help China to become stronger and more prosperous.

- |   |   |
|---|---|
| <input type="checkbox"/> New crops                        | <input type="checkbox"/> Better seed    |
| <input type="checkbox"/> Better methods                   | <input type="checkbox"/> Farm machinery |
| <input type="checkbox"/> River control                    | <input type="checkbox"/> Better roads   |
| <input type="checkbox"/> More railroads                   | <input type="checkbox"/> New factories  |
| <input type="checkbox"/> New power plants                 | <input type="checkbox"/> More mining    |
| <input type="checkbox"/> Reforesting bare mountain slopes |   |
| <input type="checkbox"/> More trained (educated) workers  |   |
| <input type="checkbox"/> Good, stable government          |   |
| <input type="checkbox"/> New irrigation works             |   |

1. After you have thought about each change, draw a circle around the one that you think is needed first and most.

2. In China, three out of every four Chinese make a living from the land. China is a land of farmers. Put an *F* on the line before each change that would help Chinese farmers. Be sure you can defend your choices by being able to tell what help each change would bring to the farmers.

# MONGOLIA, KOREA, THAILAND

## *Mongolia*

**On maps and in stories.** 1. On the map on page 139, O.W.L., find Ulan Bator in Mongolia. It is the capital of Mongolia.

2. North of Ulan Bator, in Russia, find dots for three cities that are larger than Ulan Bator. Are these cities nearer Ulan Bator than any cities in China?

Near what lake are they?

Near Lake \_\_\_\_\_

3. How high above sea level is a large part of western Mongolia?

From \_\_\_\_\_ feet to \_\_\_\_\_ feet  
Of eastern Mongolia?

From \_\_\_\_\_ feet to \_\_\_\_\_ feet

4. Find Lake Baikal on the map on page 6 in this book. What kind of country extends across Mongolia, south of Lake Baikal?

How do people usually make a living if they live on steppe lands?

By \_\_\_\_\_

5. Read again the last full paragraph on page 138, O.W.L. In what land must the nomads have lived that are told about in that paragraph?

In \_\_\_\_\_

6. What did the early Chinese build to try to keep those nomads out of China?

A \_\_\_\_\_

A picture of what they built is on page 140, O.W.L. (Look at it again.) Two autos could easily drive side by side on its top.

7. Read again the second full paragraph, column two, page 153, O.W.L. Much of that yellow dust probably came from parts of Mongolia.

9. Read about Mongolia, pp. 168-170, O.W.L.



© Triangle Photo Service

Figure 76. Nomad yurt in Mongolia

**Homes.** 1. Notice the thickness of the strip of felt used for the door of the yurt in the picture above. The felt that is used to cover the top of the roof has been thrown back to form an opening. Think of three reasons for such an opening.

To let in \_\_\_\_\_

To let in \_\_\_\_\_

To let out \_\_\_\_\_

2. List four reasons why such homes are best suited for life and work in a large part of Mongolia.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Imagine pulling on both ends of the horsehair rope that the felt is folded over to make the opening in the roof. What would happen?

\_\_\_\_\_

4. Find a picture between pages 151 and 167, O.W.L., that shows the kind of homes you would expect to find in Ulan Bator and in the larger oases.

Figure \_\_\_\_\_ O.W.L.

5. Which are there more of in Mongolia, nomads or oasis farmers?

6. Flocks and herds supply most of the needs of Mongolian nomads. See if you can name at least seven things, made or used by the nomads, for which animals supply the "raw materials."

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**A puzzle.** In the blanks below and at the top of the next column, write what each of the nine groups of words makes you think of. If your answers are right, their first letters will spell a word that describes both rainfall and weather in Mongolia.

1. The capital of Mongolia
2. Direction from Ulan Bator of nearest large Russian cities
3. A string of loaded camels on the march
4. The western boundary of Genghis Khan's empire
5. Country with which Mongolia has closest ties
6. A new way of transport between Ulan Bator and Russian cities to north
7. The mountains in Figure 138, O.W.L.
8. The way crops are watered, even in oases
9. What wandering herders are called

1. \_\_\_\_\_
2. \_\_\_\_\_

3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

### Korea



\_\_\_\_\_ stands for the area of Korea

\_\_\_\_\_ stands for the area of Mongolia



• Stands for 700,000 persons

**Two graphs.** 1. Color the first section of the top graph blue.

2. Color the other seven sections in the top graph a different color.

3. Write the name of the color you used for the first section of the graph in the first blank under the graph.

4. Write the name of the other color in the second blank.

5. Put 45 dots each a bit larger than a period in the first section of bottom graph.

6. Put one dot in the rest of that graph.

7. Tell what the two graphs show.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

8. Check your answer by reading the first paragraph about Korea on page 170, O.W.L., and by looking at the table on page 335, O.W.L.

**Finishing sentences.** After you have read the stories on pages 171-174, O.W.L., try to finish these sentences about Korea.

1. The population is l \_\_\_\_\_.

2. A large part of the country is

m \_\_\_\_\_.

3. Most people live in the l \_\_\_\_\_.

4. Within their homes, people make goods for s \_\_\_\_\_.

5. The leading farm crop is r \_\_\_\_\_.

6. Other important food crops are

c\_\_\_\_\_, w\_\_\_\_\_, m\_\_\_\_\_, b\_\_\_\_\_

p\_\_\_\_\_, and v\_\_\_\_\_.

7. One of the newer crops is c\_\_\_\_\_.

8. Farms almost everywhere are s\_\_\_\_\_.

9. Most farmers live on r\_\_\_\_\_ lands.

10. They usually pay in rent more than

half their c\_\_\_\_\_.

11. Each year farmers try to get as much as possible from the soil because they

m\_\_\_\_\_ every year.

12. Farmers have few t\_\_\_\_\_ or farm

a\_\_\_\_\_ to work with.

13. Most of the hills and mountains are covered with f \_\_\_\_\_.

14. In many places trees are burned to make f\_\_\_\_\_ f\_\_\_\_\_.

15. The future of the country depends on permanent peace and a stable, dependable g\_\_\_\_\_.

**Thinking about the sentences.** 1. Some of the sentences that you finished are true also of China. Draw a circle around the numbers of those sentences.

2. Underline two sentences that tell about things that will make it harder and harder for Korean farmers to make livings as time goes on.

**Future factories.** 1. Look back on page 83, in this book at the list of things men need to think about when they want to build factories.

2. Which of the things listed there do Koreans have in their country?

3. Which of the things that they do not have do they need most of all?

4. Your answer to question 3 should be the same as the part you wrote into ques-

tion 15 above. Is it? \_\_\_\_\_

5. What are the leading two kinds of manufactured goods now made in Korea?

T \_\_\_\_\_ C \_\_\_\_\_



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Figure 77. Village on the "main street" of Thailand

### *Thailand (Siam)*

On the map. 1. Find Thailand on the map on page 139, O.W.L. What three lands border Thailand?

B\_\_\_\_\_ M\_\_\_\_\_

I\_\_\_\_\_

2. Find Bangkok on that map. What can you read about Bangkok from the map?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Is Thailand a tropical land? \_\_\_\_\_  
How can you tell?  
\_\_\_\_\_

4. Why would you expect to find that Thailand is a monsoon land?  
\_\_\_\_\_

5. Make a list of four products that are important products of Thailand's neighbors.  
r\_\_\_\_\_ r\_\_\_\_\_ t\_\_\_\_\_ l\_\_\_\_\_

6. Read the stories about Thailand on pages 174-176, O.W.L.

**Inland village.** 1. Notice the title of the picture on the opposite page. What is Thailand's "main street"?

The \_\_\_\_\_ River

2. Find a place on the right fork of that river about 200 miles due north of Bangkok (map, p. 139, o.w.l.). That is where the village in Figure 77 is.

3. Why are the houses on the shore built up on poles?

\_\_\_\_\_

4. The houses on the water are built on rafts. Sometimes you walk down the bank to get to these homes. At other times you do not need to do this. Explain why

\_\_\_\_\_

5. Do you think the picture opposite was taken during a time of high water, or of low water?

Tell why you think as you do.

\_\_\_\_\_

6. What is the high-water season?

S\_\_\_\_\_

7. In what season was the picture on page 175, o.w.l., taken?

\_\_\_\_\_

8. To what good use do farmers who live in villages like the one in Figure 77 put river water during the high-water season?

\_\_\_\_\_

9. Why do the village farmers worry about the water being too high?

\_\_\_\_\_

10. What is one kind of food the people

in the village can get near-by? F\_\_\_\_\_

11. Name one farm product that many river boats which pass this village would be

loaded with? \_\_\_\_\_

12. The picture on page 175, o.w.l., probably is a common sight to the people of this village. Why?

\_\_\_\_\_

13. Why were trees (from which the logs in Figure 144 were cut) killed a year or two before the trees were cut down?

\_\_\_\_\_

14. Find a picture in this book, between pages 30 and 40, that shows one way Thailand's forest products are handled.

Figure \_\_\_\_\_ page \_\_\_\_\_

15. What kind of tree is the tallest one in the picture opposite? \_\_\_\_\_

16. For what products are the nuts of the coconut palm used (p. 69, o.w.l.)?

# JAPAN

**Island countries.** 1. Both Japan and Britain are island countries and both are separated from the mainland by narrow seas. Find these countries on the map on pages 4 and 5, o.w.l.

2. How have the seas that surround the British Isles been of good use to Britain (pp. 40-41, o.w.l.)?

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---

3. Find from the map, page 5, o.w.l., how Japan and the British Isles compare in number of cities with more than 500,000 people.

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Figure 78. Harvesting rice

4. The picture on this page was taken in Japan. Could rice be grown successfully as a chief grain crop in Britain? \_\_\_\_\_

Why, or why not? \_\_\_\_\_

---

5. British girls on page 31, o.w.l., are doing the same *kind* of work as the Japanese girl in Figure 78. What difference in *way* of doing this work do the pictures show?

---

6. What do you find on the map on pages 4 and 5, o.w.l., that suggests much land in both Japan and Britain is unfit for agriculture?

7. Put a check mark on the line in front of each of these kinds of work that is important in Britain.

- |  |                                      |
|--|--------------------------------------|
| <input type="checkbox"/> factory work            | <input type="checkbox"/> fishing     |
| <input type="checkbox"/> grain farming           | <input type="checkbox"/> trade       |
| <input type="checkbox"/> mining                  | <input type="checkbox"/> forest work |
| <input type="checkbox"/> stock and dairy farming |                                      |

8. As you read the stories of Japan in your geography, draw a line under each kind of work listed above that you find important in Japan.

Through the years. Read each sentence carefully. Then cross out the words that would make the sentence wrong.

1. The (Japanese) (Chinese) learned about western ideas and inventions before the (Japanese) (Chinese). That is as might be expected because the first westerners to come to those Far East lands came by (sea) (land).

2. When Japan began to be civilized, many ideas were borrowed from the (Koreans) (Chinese).

3. Later, when early Portuguese, Dutch, and English traders came to Japanese shores, they were (welcomed) (barred) by the Japanese.

4. Still later, when the Japanese came to believe that foreign traders wanted to get possession of Japan, trade with all foreigners (increased) (was shut off).

5. So, until about 100 years ago, Japan was shut off from the world (less) (more) than was China.

6. For 200 years, while China and other countries were becoming more and more civilized, Japan (shut) (opened) its doors to new ideas and modern inventions.

7. During this period of Japan's (long isolation) (growth in civilization) the United States was becoming a strong nation.

8. Japan (might) (might not) have stayed shut off from the world for an even longer time if the Japanese people had been kind to ship-wrecked sailors who were forced to land on Japanese shores.

9. The end of Japan's isolation came when a fleet of four (British) (American) ships sailed into Tokyo Bay.

10. During the hundred years after Japan's doors were opened, progress was (rapid) (slow).

Finding in pictures. Make a list of things which suggest progress that you can find in the pictures between pages 189-191, o.w.l.

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Thinking about a problem. 1. Find Hokkaido on one of the maps on page 177, o.w.l. The area of Hokkaido is about 34,000 square miles. How does that compare with the area of Maine (p. 336, o.w.l.)?

2. What four things in the picture at the top of page 178, o.w.l., are common sights to the people of Maine—one of them during the winter season only?

---

---

3. How do you know that winters in Hokkaido come during the same months as winters in Maine?

---

---

---

4. Honshu is about the size of New York and Virginia together. Shikoku is about the size of New Jersey. Kyushu is about the size of Maryland and Connecticut. From page 336, o.w.l., find the population of each of these states. Put its population in the blank after each state's name.

Maine \_\_\_\_\_

New York \_\_\_\_\_

Virginia \_\_\_\_\_

New Jersey \_\_\_\_\_

Maryland \_\_\_\_\_

Connecticut \_\_\_\_\_

5. On a separate sheet of paper add the population figures for those six states. About how many million do you get?

About \_\_\_\_\_

6. Find from the top of page 180, O.W.L., about how many people there are in Japan.

About \_\_\_\_\_

7. Fill the blanks in these sentences. Although the six states listed in ques-

tion 4 are about equal in \_\_\_\_\_ to

Japan, Japan has about \_\_\_\_\_ times as many people as live in those states. To make matters worse, much of Japan's

surface is \_\_\_\_\_ and so unfit for

\_\_\_\_\_. One of Japan's biggest

problems is how to \_\_\_\_\_ so many

people in so small and so \_\_\_\_\_ a land.

### *Using Natural Resources*

Village life. Each of the facts in the next column is true of Suye. What is true of Suye is also true of most Japanese villages that grow rice by irrigation.

Put a **T** before eight facts that are true also of Kaihsienkung.

Put a **D** before the other ten. They tell ways in which Suye differs from Kaihsienkung.

- \_\_\_\_\_ 1. Groups of homes separated by fields are parts of one village.
- \_\_\_\_\_ 2. Most farmers have only two or three acres of land on which to grow all their crops.
- \_\_\_\_\_ 3. The land worked by one farmer is in several small plots.
- \_\_\_\_\_ 4. Nearly every farmer has a plow and a work animal to pull it.
- \_\_\_\_\_ 5. Each farm family has chickens and pigs.
- \_\_\_\_\_ 6. Land is too precious to use for pasture.
- \_\_\_\_\_ 7. Homes have thatched roofs.
- \_\_\_\_\_ 8. The chief building material is wood.
- \_\_\_\_\_ 9. Rice is the chief summer crop.
- \_\_\_\_\_ 10. Wheat usually is the chief winter crop.
- \_\_\_\_\_ 11. Silk is the "extra money" crop in most farm homes.
- \_\_\_\_\_ 12. Vegetables are grown to increase the food supply.
- \_\_\_\_\_ 13. A road leads to the nearest market town.
- \_\_\_\_\_ 14. Most farm homes have electric lights.
- \_\_\_\_\_ 15. Small threshing machines run by "foot power" are fairly common.
- \_\_\_\_\_ 16. Factory-made goods are used in all farm homes.
- \_\_\_\_\_ 17. Nearly every Japanese child spends some time in school.
- \_\_\_\_\_ 18. Trained agricultural men help the farmers to grow more and better crops.

Progress. 1. Think about each of the sentences before which you have put a **D**. Which differences suggest that Japan has made more progress than China?

Numbers \_\_\_\_\_

2. Do you think the fact that Japan has had a stable government helps to explain greater progress?



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Figure 79. Making a Japanese house



© Black Star

Figure 80. Working in the yard



© Black Star

Figure 81. Inside a better Japanese home

Homes. 1. Look carefully at the pictures on this page. What building material is

being used in Figure 79?

From what "source" does that raw material come?

From \_\_\_\_\_

2. The house will look much like the one in Figure 80 when finished. Both rice straw and bamboo have been used in building the different parts of the roof. Which has been used for the porch roof?

3. Where in Figure 79 is there a bundle of rice straw?

4. Seed onions and rice are drying on the mats in Figure 80. What picture in your geography shows the same kind of work?

Figure \_\_\_\_\_, page \_\_\_\_\_

5. Figure 81 shows part of the inside of a better Japanese house. Wall panels have been pushed back so the garden becomes almost a part of the home. What tells you that the picture was taken on a sunny day?

The strong \_\_\_\_\_

6. Make a list of things told about in "A Japanese home" on pages 180 and 181, O.W.L., that you can find in one or more of the pictures on this page.

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Figure 82.

**Where the growing season is short.**

1. What kind of farming does the picture above suggest?

2. Which picture between pages 177 and 187, O.W.L., shows buildings much like those in Figure 82?

Figure \_\_\_\_ on page \_\_\_\_

3. Aside from the cattle, what other things in the two pictures suggest dairy farming?

4. Make a title for the picture above in which you tell in what part of Japan you think the picture was taken.

5. What happened about 50 years ago that explains why ways of work in Hokkaido differ from those in other parts of Japan?

6. Why do most Japanese prefer to live in other parts of their country?

7. How might Hokkaido help solve Japan's food problem?

**Resources other than land.** 1. What natural resource do the Japanese have that has been wasted in China and is being wasted in Korea?

F \_\_\_\_\_

2. What resource has been of great importance in increasing Japan's food supply?

F \_\_\_\_\_

3. Of what resource do the forested hills in Figure 80 of this book, and the map on page 128, O.W.L., make you think?

W \_\_\_\_\_ p \_\_\_\_\_

4. Why is the resource that you named

in answer to question 3 of particular importance to the Japanese?

Japan has very little c\_\_\_\_\_ The use of w\_\_\_\_\_ p\_\_\_\_\_ to make e\_\_\_\_\_ makes up in part for this.

### *Manufacturing, Trade, and Transportation*

Factory work. 1. Name four or five kinds of manufacturing that are important in Britain.

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2. Put a red line under each that is important also in Japan.

---

3. In what way is Britain-mined coal superior to Japanese coal?

---

4. What source of power does Japan have that is almost lacking in Britain?

---

5. Cotton goods made in Japan usually sell for less than such goods made in Britain. Why?

Cheapness of e\_\_\_\_\_ and low

w\_\_\_\_\_ keep manufacturing costs very low.

6. The picture on this page was taken in Kyoto. Why can you be sure it was not taken in a large factory?

---



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Figure 83. A lacquer artist

7. The boy is applying a thick varnish, called lacquer, to the pattern on a tray that he is making. Why can his employer sell the tray at a very low price?

---

---

Trade routes. 1. Put 1 on the line before the kind of trade route named below that is of greatest value to Japan.

2. Put 2 before the one that never will be of much importance to Japan.

3. Put 3 before the one that probably will be used more and more in the future trade of Japan.

\_\_\_\_\_ highways        \_\_\_\_\_ ocean routes

\_\_\_\_\_ air routes        \_\_\_\_\_ river routes

\_\_\_\_\_ railroads

4. For what kind of traffic are the other two chiefly used?

P\_\_\_\_\_ traffic

5. Why, do you think, do many Japanese own bicycles, while few own automobiles?



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Figure 84. A large steamer at the docks in Kobe

**Trade.** 1. How do you know that the cotton in the picture above is being unloaded, not loaded, at the dock in the picture?

2. From what countries might the cotton have come?  
\_\_\_\_\_

have been some of the chief items in the trade of Japan. Write *I* before those that you think Japan would import.

Write *E* before those you think are exported.

raw silk       raw wool       coal

cotton cloth       knitted goods

rubber       pottery       hides, skins

3. The things named in the next column

# THE PHILIPPINES; OTHER ISLANDS

**The Republic of the Philippines.** After you have read page 193, o.w.l., explain why the official language of the Filipinos became Spanish, was changed from Spanish to English and, recently, to Tagalog.

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map on page 139, o.w.l.? \_\_\_\_\_

6. What do these facts tell about the length of the growing season needed for sugar cane?

---

7. The maps on pages 60 and 128, o.w.l., show something else that is needed for the successful growth of sugar cane. What is it?

---

8. What other Philippine crops are tropical crops (need a long, hot growing season and much moisture in order to do well)?

c \_\_\_\_\_ h \_\_\_\_\_

b \_\_\_\_\_

9. What crops grown in the Philippines are grown also in places where the growing season is much shorter than in the Philippines?

---

**Work and weather.** That "work and weather go together" is well illustrated by the stories about the Philippines on pages 194-196, o.w.l. Read, but do not try to answer, the 12 questions on this page until after you have read those stories.

1. What is the grain in the foreground of the picture on page 193, o.w.l.?

---

2. How does that grain rank among the food crops of the Philippines?

---

3. Find a picture between pages 32 and 40 in this book that shows men in another country harvesting a crop that is one of the chief *cash* crops of the Philippines.

---

Figure \_\_\_\_\_ page \_\_\_\_\_

4. In Australia, is sugar cane grown chiefly north, or chiefly south, of the east-west line marked  $30^{\circ}$  (map, p. 13, o.w.l.)?

Chiefly \_\_\_\_\_

5. Are the Philippines north, or south, of the east-west line marked  $30^{\circ}$  on the

10. What "crop" is suggested by the picture on page 194, o.w.l.?

---

11. Which is more needed by forests, heavy rainfall or long growing season?

---

12. Does the kind of work pictured on page 195, o.w.l., depend either on rainfall

or warm weather? \_\_\_\_\_ Why?

---

**The "why" of things.** Read each of the following sentences. Then look in the list of 16 reasons at the top of the next column for things that help explain the facts told in those sentences.

For example, reasons number 1, 2, and 3 help explain why Filipinos in the Philippines depend chiefly on farming for a living. So you would put those numbers in the blank after the first sentence. Select one or two reasons for each of the other facts.

Filipinos depend chiefly on farming for a living.

Filipinos raise rice for their chief food crop.

Filipinos need farm-to-market roads.

Filipinos eat large amounts of fish.

Filipinos live in homes built for coolness.

Filipinos depend much on ocean highways for trade and travel.

Filipinos have few important railroads.

Filipinos send most of their sugar export to the United States.

Filipinos send most of their hemp export to the United States.

Filipinos export lumber.

Filipinos use some hydroelectric power.

Filipino farms are small.

### **Reasons**

1. rich soils on lowlands and on lower slopes of mountains
2. heavy rainfall
3. long growing season
4. large areas of forested lands
5. nearness to equator
6. country made up of hundreds of islands
7. total lowland area small
8. much mountainous land
9. resources of gold, iron, and chromium
10. very little coal or petroleum (for heat and power)
11. areas of unused land that might be farmed
12. need of cash crop, in order to pay for rent and other things
13. formerly a possession of the U. S.
14. less produced in the U. S. than needed
15. much used in the U. S. but none grown there
16. no place far from seacoast

**Puzzles.** Decide what each group of words describes. Then write its name in the blank.

1. A cash crop of the Philippines that grows on trees
2. Japanese city of more than 1,000,000 nearest the Philippines
3. A fuel oil that the Philippines lack
4. A crop that, in the future, may be grown for export from the Philippines. Great quantities of it are used in automobiles.
5. An island continent south of the Philippines

What word do the first letters of your answers spell?

From what tree does that come? \_\_\_\_\_

On the globe. 1. Find the Philippines on the globe in Figure 85. Put a dot for Manila on the northernmost island.

2. Put one dot above and another dot below the "E" in the word *States* to show the general location on Figure 85 of San Francisco and of Los Angeles.

3. On Figure 85, start from Manila and connect with a red line the steppingstone islands (Guam, Wake, Midway) named in the second column on page 196, O.W.L.

4. Extend the line southeast to the Hawaiian Islands and on to the west coast of the United States.

5. Which island is most *out of the way* on the route that you have drawn?



Figure 85. The Pacific on the globe

Looking at our neighbors. The peoples listed at the left below are our neighbors across the Pacific. Millions of them have few, if any, of the things that we call modern. Thousands of them never really have had enough to eat.

1. Fill the blanks in the first line by writing *yes* under each heading that tells something that is true of the Chinese who live in China Proper. Write *no* if not true.

2. Then do the same with as many items for the other peoples as you can.

|                           | <i>Have more farmers than any other kind of workers</i> | <i>Do most work by hand or with help of one work animal</i> | <i>Make only a poor living on small farms</i> | <i>Sell much-needed food crops to pay for rent, etc.</i> | <i>Are protected by a stable, dependable government</i> |
|---------------------------|---|---|---|--|---|
| Chinese (in China Proper) |   |   |   |  |   |
| Chinese (in Manchuria)    |   |   |   |  |   |
| Mongolians                |   |   |   |  |   |
| Koreans                   |   |   |   |  |   |
| Japanese                  |   |   |   |  |   |
| Filipinos                 |   |   |   |  |   |

3. On a separate sheet of paper, make a list of things that you think would help our Far-eastern neighbors to make a better living.

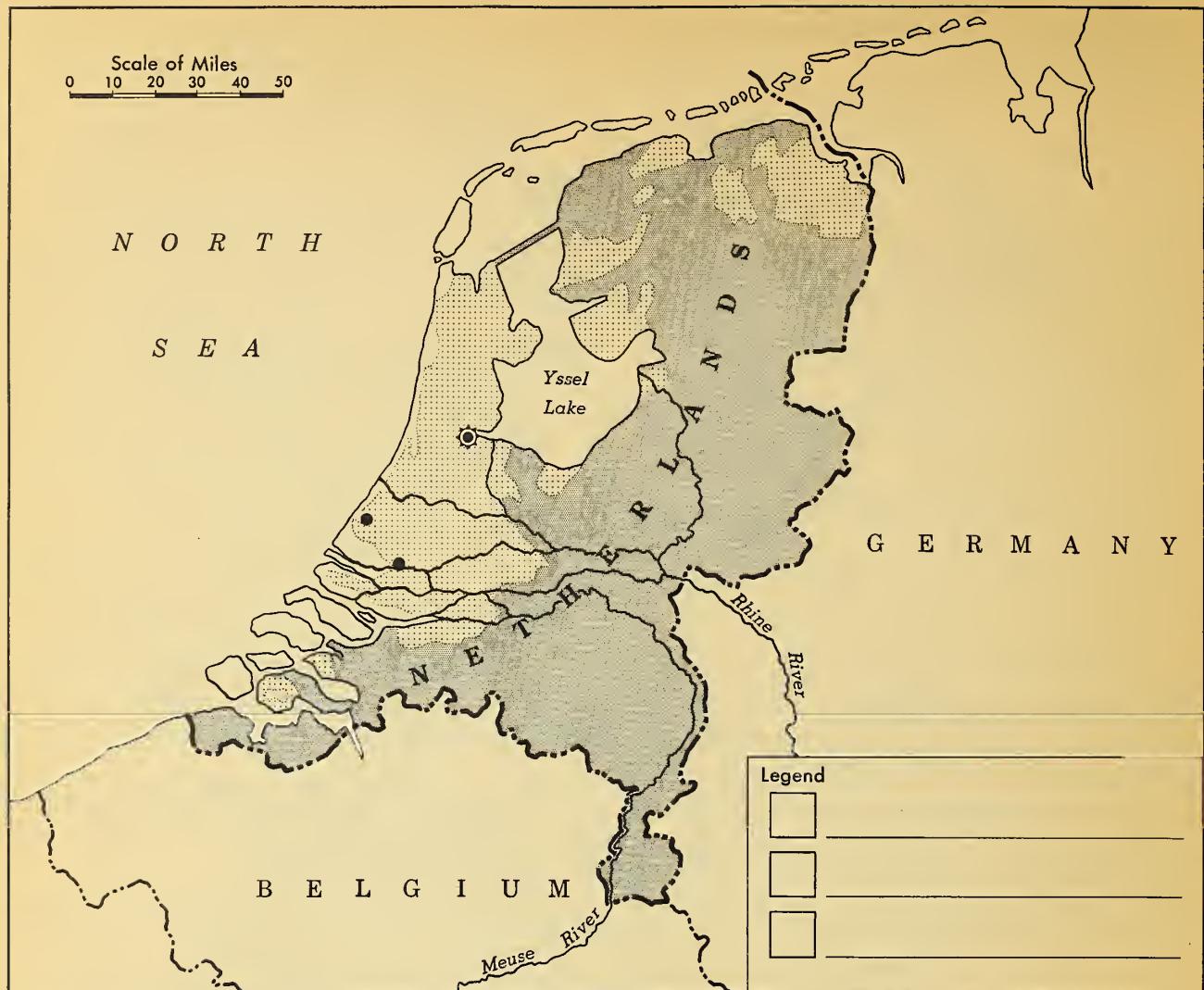


Figure 86. The Netherlands on the map

## THE NETHERLANDS AND INDONESIA (*Formerly* THE NETHERLANDS INDIES)

### *The Netherlands*

Home land. 1. On the map above, color light yellow the islands along the coast, including those at the mouth of the Rhine River.

2. Color yellow also the land along the coast that forms a narrow belt *outside* the dotted area.

3. Color the dotted area a very light green.

4. Color light blue Yssel Lake, the North Sea, and other coastal waters.

5. Put an *A* near the dot for Amsterdam on the southwest shore of Lake Yssel.

6. Put an *R* near the dot for Rotterdam near one of the mouths of the Rhine River.

7. Put *T H* off the coast near the third dot. It stands for The Hague.

8. Leave the other part of the Netherlands gray on the map.

9. As you read about the Netherlands on pages 197-200, O.W.L., you will find a story about each of the three parts of the country now shown on your map.

**The map legend.** 1. After you have read pages 197-200, O.W.L., color the first square in the legend of your map yellow. On the line after that square, put the side heading used in your geography to describe the part of the Netherlands colored yellow on your map.

2. Color the second square green. Then put the name used in O.W.L. for the part of the Netherlands colored green on your map.

3. Do the same for the part of the Netherlands that is gray on your map.

**A puzzle.** Each of these groups of words should make you think of something about the Netherlands. Each answer begins with the letter *F*.

1. The chief kind of work done by earliest settlers in the dunes.

2. Use now made of land once covered by dune lakes.

3. What persons who go to summer resorts hope to have.

4. What would happen if the dikes in the gaps between the dunes were to break.

5. An important export of the Netherlands.

6. Another important export.

7. Something used to make the sandy lands in eastern Netherlands richer.

8. In the Netherlands, this kind of worker outnumbers farmers two to one.

9. For lack of it, manufacturing was held back until deposits of coal were found south of the Meuse.

10. The owner of this kind of mill is interested in the size of the farmers' wheat crops.

**Thinking about your answers.** 1. What color on your map is the part of the Netherlands that the first three answers in the puzzle make you think of?

2. What color is the part that the next three answers make you think of?

3. Draw a circle around the group of words that names a big difference between the Dutch and all the people listed on page 101 of this book.

4. Your answer to number 7 at the bottom of the first column might be a *chemical*, for some fertilizers are chemicals. What Netherlands picture in your geography shows a chemical factory? Figure \_\_\_\_\_

5. The chemical factory in that picture might be making paint. Where would great quantities of paint be used?

6. Dyes are another chemical compound that might be made in chemical factories in the Netherlands. Name one kind of factory in which dyes would be needed.



© Gendreau

Figure 87. \_\_\_\_\_

**Market scene.** 1. In the picture above a manufactured product for which the Dutch are famous is being sold. The raw material for it came from Dutch farms. Make a title for the picture that tells what that product is.

2. What advantages for dairying in the Netherlands can you list?  
\_\_\_\_\_  
\_\_\_\_\_

### *Indonesia*

**Southeast of Asia.** 1. Find on the map on page 139, O.W.L., the larger islands that make up Indonesia.

2. What east-west line crosses Borneo and Sumatra?  
\_\_\_\_\_

3. Which island has a surprising number of large cities?

4. What kinds of work are usually found in places where many thousands of people are living in large cities?

\_\_\_\_\_ and \_\_\_\_\_

5. As you read about Indonesia on pages 201-204, O.W.L., find out whether trade or manufacturing or both of these kinds of work help explain the surprising number of large cities in Java. Underline the word or words that tell what you find to be true.

**Valuable possessions.** 1. Did manufacturing, or trade, make the Netherlands Indies so valuable to the home land?

2. Find and copy here a sentence from the top of page 202, O.W.L., that proves that your answer to question 1 is right.

It was this \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. On page 198, O.W.L., you were told that the things listed below were imported into the Netherlands. On the line after each, tell what is done to it or how it must be changed before it can be used.

raw sugar \_\_\_\_\_

rubber \_\_\_\_\_

petroleum \_\_\_\_\_

copra \_\_\_\_\_

tobacco \_\_\_\_\_

coffee \_\_\_\_\_



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**Figure 88.** Street scene in small native village in Indonesia

4. Think how both manufacturing and trade help people to make a living in countries like the Netherlands that are small and densely populated. Then fill the blank in this sentence.

The kinds of work that you wrote in the blanks in question 3 supply products that the Netherlands needs and also give

w\_\_\_\_\_ to thousands of its people.

5. The picture above shows a native village like thousands of others in Indonesia. What two "imports" can you find in the picture?

\_\_\_\_\_ and \_\_\_\_\_

6. What "tree-ripened" foods might you enjoy if you were there?

\_\_\_\_\_ and \_\_\_\_\_

7. Have you ever eaten tapioca? \_\_\_\_\_

8. The girl in the picture may have some tapioca for her supper, but she would call it by another name. Look the word *tapioca* up in your dictionary to find what name she uses for it.

9. What other kinds of foods are common throughout Indonesia?

---

---

---

10. What changes may the rich oil fields of Borneo help to bring to that island?

---

---

---

# BELGIUM AND THE CONGO

## *Belgium*

On the map. 1. On the map on page 78, O.W.L., find the part of Belgium in which the name Belgium is printed.

2. What difference does the map show between that southern part of the country and the part near the coast?

The part near the coast is \_\_\_\_\_

3. Starting southeast of Brussels, follow the coastal lowland eastward into Poland and then northward. To what large Russian city could you travel without crossing land that is more than 500 feet above the level of the sea?

To L\_\_\_\_\_

4. How far southwest of Brussels does that coastal lowland extend?

To S\_\_\_\_\_

5. What does the map show about much land in the Netherlands north of Brussels?

That land there is \_\_\_\_\_ sea level.

6. Look carefully at the land southward from Brussels to the Mediterranean Sea. Is there anywhere a lowland, not higher than 500 feet, that connects the Paris Basin with the countries to the east of France?

7. Where, then, is the only *low* lowland route between France and eastern Europe?

Through \_\_\_\_\_

8. Would it be an advantage, or a handicap, for that country to be the only *low* lowland route in case of war between France and Germany?

9. Think about your answers. Then read the stories of Belgium on pages 205-209, O.W.L.

Three regions. On the map on this page, Belgium has been divided into the three parts about which you read in your geography. Read the first four directions in this exercise before doing anything to the map. Then follow each direction carefully.

1. Color blue the part of the North Sea shown on the map and the water at the mouth of the Scheldt River.

2. Region I is the plain of Belgium. Color the plain a light green.

3. Region II (between the broken lines on the map) is the Trough. It borders both sides of the Sambre and Meuse rivers. Color the Trough a light gray with your pencil.

4. Region III is the upland area. Color the uplands a darker green than you colored the plain.

5. What mineral is found in huge amounts in Lorraine, south of Region III?

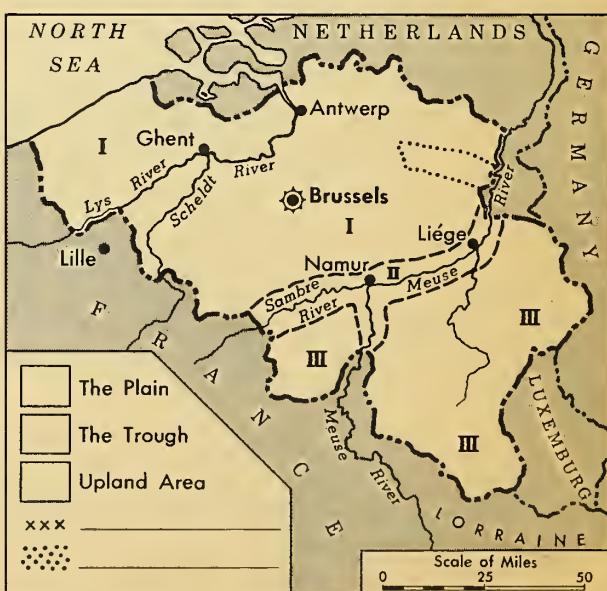


Figure 89. Regions of Belgium on the map

6. Put three or four x's in the area near the word Lorraine on the map, to remind you of those iron mines.

7. What is mined in huge amounts near Lille in France? If you do not remember, look again at page 84, o.w.l.

C \_\_\_\_\_

8. Put a narrow band of dots (: : : : : : : : ) from Lille southeast to the Sambre River in Belgium. Then continue it to Namur and on a little way beyond Liège.

9. Put another band of dots in the area north of Liège that is bounded by a dotted line on the map. Coal underlies much of the ground where you have put the two dotted belts.

10. Fill the color boxes in the legend of your map with the colors you used to show the regions of Belgium.

11. Tell also in the legend what the x's and the bands of dots stand for.

**Six words.** 1. Five words, each beginning with the letter *F*, would remind the Belgians who live in Region I of the ways of work and play in the northern part of their country. See if you can think what those words are. The puzzle on page 103 of this book might help you.

1. F \_\_\_\_\_

2. F \_\_\_\_\_ 4. F \_\_\_\_\_

3. F \_\_\_\_\_ 5. F \_\_\_\_\_

2. On each of the five lines below, write one advantage that the northern plain has for the thing with the same number.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

3. Which of the five words names the chief kind of work in the southern uplands?

\_\_\_\_\_

4. In that upland region, some places still are covered with something whose name begins with *F*. What is that?

\_\_\_\_\_

**Two "M's".** 1. The names of the chief two kinds of work in the Trough each begin with the letter *M*. What are they?

M \_\_\_\_\_ and m \_\_\_\_\_

2. What does Figure 89 show that helps explain these kinds of work?

\_\_\_\_\_

3. At the top of page 85, o.w.l., you will find four reasons for the importance of factory work in the northeast corner of France that borders Belgium. List any of those reasons that also help explain the importance of factory work in the Trough. Use only two or three words to name each reason.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. There are other reasons for the importance of factories in Belgium. They remind us of early Britain and of Britain today (page 206, column two, o.w.l.). Name at least two of them.

\_\_\_\_\_

\_\_\_\_\_



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Figure 90.

Two pictures. 1. Find a picture between pages 30 and 41, o.w.l., that looks like the picture you had in your mind after reading about the Trough on page 207, o.w.l.

Figure \_\_\_\_\_ page \_\_\_\_\_

2. Make a list of the things in that picture that remind you of the Trough.

With what chemical for the farmlands of the northern plain might some of them have been loaded?

F\_\_\_\_\_

4. What other kinds of goods may they have brought to Antwerp?

\_\_\_\_\_

5. Notice the railroad tracks that are laid between the tracks on which the traveling cranes run. Why is that convenient?

6. Make a good title for the picture.

3. The picture above was taken in Antwerp. It shows work along one of the main canals. The boats in the picture may have come all the way from Liége by canal.

Trade. 1. One of the following lists names Belgium's chief exports. The other names the chief imports of that country. Decide which is which.

List I names the \_\_\_\_\_

*List I*

|                 |                      |
|-----------------|----------------------|
| machinery       | textiles             |
| wheat           | chemicals            |
| wool            | machinery            |
| precious stones | precious stones      |
| copper          | coal                 |
| cotton          | iron and steel goods |
| corn            | glass                |
| coal            | copper               |

2. What is surprising about the lists?

---

---

3. How can you explain why coal appears in both lists?

---

---

4. What probably explains why machinery appears in both lists?

---

---

5. After you have read the stories of the Belgian Congo (pp. 209-211, O.W.L.) tell why precious stones and copper appear in both lists.

---

---



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Figure 91. Belgian native making a table

### *The Belgium Congo*

Colony trade. 1. What is the greatest value of the Congo to Belgium?

---

2. Why would cotton cloth find greater sale in the Congo than woolen goods?

---

3. Why would you expect crops grown in the Congo to be like those grown in Java?

---

4. Why is the Congo's location more of an advantage for trade with Belgium than would be the case if the Congo were the same distance from the equator as Belgium?

---

5. The *raw material* for something in Figure 91 may have been grown in the Congo, sent to Belgium, gone through a factory there, and come back to the Congo. What is it?

The boy's c\_\_\_\_\_ s\_\_\_\_\_

6. Where would the boy probably find material for the table he is making?

---

# OTHER LANDS IN AFRICA

Comparisons. 1. Find Ethiopia, Libya, and Liberia on the map of Africa, page 8, O.W.L. Remember that Eritrea is now a part of Ethiopia. Do all three countries have coastlines?

2. For which country do you find no seaport?

For \_\_\_\_\_

3. Which country is by far the smallest?

\_\_\_\_\_

4. Although Liberia and Ethiopia are each about the same distance from the equator, in which country would you expect to find the hottest weather the year round?

In \_\_\_\_\_ Why? \_\_\_\_\_

5. Can you think of a possible reason why no large cities have grown up in southern

Libya? Because \_\_\_\_\_

6. Does the map on page 45, O.W.L., make you feel you answered question 5

correctly? \_\_\_\_\_ What does that map say

the rainfall of Libya is? \_\_\_\_\_

7. What word besides *hot* does the map on page 45, O.W.L., suggest would be a good

one to describe Liberia? \_\_\_\_\_

## Ethiopia

Regions and work. 1. Read the stories about Ethiopia on pages 212 and 213, O.W.L.

2. Then use these three words to make the three sentences below them complete.

plateau      lower      forested

(1) The driest lands are the \_\_\_\_\_ lands.

(2) The plateau slopes are the \_\_\_\_\_ lands.

(3) Most of the people live on the high \_\_\_\_\_ lands.

3. The camels in the picture are loaded with charcoal. From what region named in question 2 may wood for it have come?

From the \_\_\_\_\_

4. What product do Ethiopians collect that differs from any you have read about

before? B. \_\_\_\_\_



Dorothy Hosmer

Figure 92. On the way to market

## *Liberia*

Land of contrasts. 1. What word in our language does the word "Liberia" make you think of? \_\_\_\_\_

2. What kind of government does that word suggest? \_\_\_\_\_

3. Read the stories about Liberia on pages 213-214, O.W.L.

Things that help progress. 1. Progress depends on more than the possession of rich soil, mines, forests, or other riches. Name four countries in which the people are poor although their country has rich resources?

---

---

---

---

2. Countries that have been able to progress have done so with the help of all, or nearly all, these things. Put a check mark on the blank before those that are needed for Liberia to move forward.

1. well-trained people (schools)

2. stable, dependable government

3. good means of transportation

4. some cheap source of power for manufacturing

5. capital (money) to pay for factories, railways, goods, etc.

6. rich, well-drained soil

7. steady markets

8. minerals     10. raw materials

9. forests     11. good labor supply

## *Libya*

Size. 1. The three western states of the United States are listed below. From page 336, O.W.L., find the area of each and put that number in the blank after the state's name.

*California* \_\_\_\_\_

*Oregon* \_\_\_\_\_

*Washington* \_\_\_\_\_

**TOTAL** \_\_\_\_\_

2. Find the total area of the three states by adding the numbers and writing the sum in the fourth blank.

3. Now multiply the total area by two. Use the space below for writing this number.

4. From page 335, O.W.L., find the area of Libya. What is it?

5. Compare the area of Libya with your answer in question 3. What do you find?

The area of Libya is more than \_\_\_\_\_

\_\_\_\_\_ the area of our three western states.

6. Find from page 335, O.W.L., what the population of Libya is.

7. Find from page 337, O.W.L., how many cities in the United States have more people than the whole country of Libya.

How many? \_\_\_\_\_

Oases. Many of the people of Libya, as you know, live in oases in the desert. Draw a line under each of the following words that names something one might see in Libyan oases.

|                    |        |            |
|--------------------|--------|------------|
| coconut palms      | sheep  | oranges    |
| mud-brick houses   | wheat  | barley     |
| irrigation ditches | dates  | goats      |
| rubber trees       | camels | vegetables |

# PORUGAL, SWITZERLAND, DENMARK

Comparisons. 1. Find Portugal, Switzerland, and Denmark on page 78, o.w.l.

2. Which country is all lowland?

3. Which country is all highland?

4. What is true of the surface of the other country?

5. Which country became famous for exploration and trade in early days (p. 9, o.w.l.)?

6. Does that country seem to have a good location for trade today? \_\_\_\_\_ Why?

7. As you read the stories of Portugal on pages 215-219, o.w.l., find out if that country still enjoys the leadership that it once did.

## *Portugal*

Past and present. 1. Does Portugal still enjoy the leadership that it had in the days of European expansion?

2. How is the harbor at Lisbon rated today? It is one of the \_\_\_\_\_ in Europe.

3. If you were in Lisbon now, what might you notice about the flags on the

steamships that enter and leave the harbor?

Flying the flags of \_\_\_\_\_

4. Name two products that Portuguese ships brought from eastern Asia 500 years ago.

\_\_\_\_\_ and \_\_\_\_\_

5. Name five products that ships bring to Portugal today.

I \_\_\_\_\_ and s \_\_\_\_\_ c \_\_\_\_\_

m \_\_\_\_\_ c \_\_\_\_\_ g \_\_\_\_\_

Portuguese farm. The picture on the next page shows part of a farm in northern Portugal.

1. What in the picture suggests that this farmer may not be as poor as many other farmers in the country?

2. The picture was taken in the morning. Notice that the man driving the pigs is carrying an umbrella. What does that suggest about the day's weather?

That the man expects \_\_\_\_\_

3. Where are many hogs in Portugal driven to graze during the day?

In the \_\_\_\_\_

4. What other "harvest" is gathered from the trees? \_\_\_\_\_ What is done with that harvest?

It is \_\_\_\_\_

5. Make a good title for the picture.



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Figure 93.

Colonies. 1. What is the chief value of Angola and Mozambique to Portugal?

For t \_\_\_\_\_

2. What crops raised in Angola are not raised in Portugal?

C \_\_\_\_\_ and c \_\_\_\_\_

3. From which of those crops is tapioca made?

From c \_\_\_\_\_

4. What crops raised in Mozambique are not raised in Portugal?

s \_\_\_\_\_ c \_\_\_\_\_ r \_\_\_\_\_

c \_\_\_\_\_ p \_\_\_\_\_

5. How are both of these related lands important to other countries in Africa?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### *Switzerland*

A prosperous country. 1. Which of the eleven things that have helped countries to progress (p. 111, this book) does Switzer-

land have? Numbers \_\_\_\_\_



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Figure 94. Along a mountain trail

2. In spite of rather poor soil, Swiss farmers have been able to make a good living. What, chiefly, do they sell?

D \_\_\_\_\_ p \_\_\_\_\_

3. Is Switzerland more a land of farms, or a land of factories?

A land of \_\_\_\_\_

4. What does *prosperous* mean? R \_\_\_\_\_

**Swiss views.** 1. The picture in Figure 94 shows something that has held back the Portuguese in northern Portugal but that the Swiss people have turned to their

advantage. What? \_\_\_\_\_

2. What time of year does the picture suggest? \_\_\_\_\_

3. The mountain peak in the picture is the Matterhorn, highest mountain in Switzerland. The mules are loaded with

supplies for a tourist hotel at Black Lake. Why would tourists like to come to country such as the picture shows?

---

---

---

4. What might men and boys tend on slopes in the high mountains?

---

5. For what crop may the field to the right be used during the summer?

---

6. What kind of winter work do the trees remind you of?

---

7. What kind of power for use in factories do the mountains and Figure 58, O.W.L., suggest?

---

8. At what time of year was the picture below taken?

---

9. Why would tourists visit Switzerland at that time of year?

---



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Figure 95. "Peter" at work on a main highway

## *Denmark*

**Another prosperous country.** 1. After you have read about Denmark on pages 222-225, o.w.l., find that country on the map on page 84, o.w.l. Is Denmark as thickly peopled as parts of Europe to the west, southwest, and south of Denmark?

2. What advantage does Denmark have by being partly surrounded by thickly peopled regions? \_\_\_\_\_

3. Tell, using as few words as possible, why it has paid the Danish people to do each of the following things.

(1) To change from growing wheat for export to raising dairy cattle, pigs, and chickens  
\_\_\_\_\_

(2) To break up large farms worked by tenants into smaller farms worked by owners  
\_\_\_\_\_

(3) To use science in farming  
\_\_\_\_\_

(4) To rotate crops \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(5) To keep records of each farm animal  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(6) To buy and sell through cooperatives  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Milk, meat, and egg factories.** 1. You might think of Danish farmers as running farm-factories. They raise part of their "raw materials," and much more is imported. What are the *machines* on these farm-factories into which the raw materials are fed?

The \_\_\_\_\_

2. Name some of the raw materials fed into those machines.



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Figure 96. Dairy farms with surrounding pastures and crop lands

3. Name four manufactured products.

---

---

Danish landscape. 1. The picture above shows a place in Denmark that is near the top of the *K* in the word Denmark on the map, page 78, o.w.l. Is that place on the mainland, or on one of the islands?

It is on \_\_\_\_\_

2. The low, rolling hills in the distance have been planted to feed-crops. Can you remember why farmers in our country do strip cropping such as you see on those hills?

---

3. On many dairy farms in our country,

silos are built alongside, and tower above, the dairy barns. Of what crop do silos make you think?

4. Find Denmark on the map on page 9 in this book. If you traveled due westward, to what part of North America would you come?

To central \_\_\_\_\_

5. Why, then, do dairy farmers in Denmark not raise corn to fill silos on their farms?

A re-view. 1. Does Portugal seem to be much more poorly supplied, or almost as well supplied, with opportunities to become prosperous as either Denmark or Switzerland?

2. Discuss with your classmates some of the things you think would benefit Portugal.

# SPAIN, ITALY, GREECE

**An in-the-past puzzle.** Each of the following groups of words will remind you of something learned earlier about one or more of the Mediterranean lands named above.

Put your answers in the blanks.

1. The kind of voyages that early Spanish and Portuguese sailors made. (A word that means *finding* and that begins with the letter *D*.)

2. A country occupying the middle peninsula in the Mediterranean Sea.

3. The first country to have a colonial empire in the New World (p. 10, O.W.L.).

4. An invention that made it possible for early explorers to leave old landmarks behind (p. 7, O.W.L.).

5. Bodies of water that could be crossed after sailors used that invention.

6. A world power, part of whose land once was owned by Spain.

7. The people that conquered and occupied the Barbary Coast after the Greeks had founded colonies there (p. 91, O.W.L.).

8. A sea east of Greece that is sprinkled with stepping-stone islands.

9. The European country on the north shore of the Mediterranean to which civilization first came.

10. The end of the Mediterranean where civilization first developed.

11. A name by which Africa was known during and after the years that saw Greece, Italy, and Spain become powerful nations.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

**Today.** 1. What country other than the three named above once led the world in discovery and exploration?

2. How would you describe that country today?

3. If you write in a row the first letters of each of the 11 answers that you wrote in the 11 blanks above, what word do you get?

4. That word tells you how many hundreds of people in Spain, Italy, and Greece feel today. As you read the stories of those countries on pages 226-236, O.W.L., try to find out why the people feel discouraged.

## *Spain*

**Poor-land farming.** 1. The picture at the top of the next page was taken at a place near the boundary between Spain and France. Similar pictures could be taken in



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Figure 97. Hard work in a place that is hard to work

parts of Italy or Greece. What discouraging things do you find in the picture?

*Soil* — \_\_\_\_\_

*Plow* — \_\_\_\_\_

*Labor* — \_\_\_\_\_

2. Notice that the oxen are pulling the plow by means of a yoke strapped to their heads. Compare that way of pulling with the one in the picture on page 161, O.W.L. Which picture shows the older way?

Figure \_\_\_\_\_, page \_\_\_\_\_

3. Which of the grain crops grown in Spain may be planted in the field that is being plowed?

4. If wheat or barley are to be planted, what time of year was the picture taken?

5. Why is grain planted in the fall?

6. Would you expect to find goats, or cattle, grazing on the very steep slopes in the background?

7. What material likely would be used in building the house in which the three persons live?

**Reasons and resources.** 1. In Spain, as in Portugal, certain decisions made by government rulers have kept the country poor and backward. What else has made the Spanish people discouraged?

W \_\_\_\_\_

2. Would you call Spain fairly rich, or very poor, in natural resources?

3. What climate handicap does all but the northern coast of Spain suffer from?

Lack of \_\_\_\_\_

4. What are some of the things you would enjoy if you lived on the seacoast of eastern or southern Spain?

\_\_\_\_\_

5. Tell why Spain could become more important in manufacturing if the country had a stable, dependable government and if money (capital) could be had.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## *Italy*

**Comparisons.** 1. Which is farther north of the equator, Rome or Madrid (map, p. 78, O.W.L.)?

2. Four of the following are true of both Rome and Madrid. Write "both" in the blank after those. One is not true of either city. Write "neither" in that blank. Write "M" if true only of Madrid and "R" if true only of Rome.

- (1) has middle position in country \_\_\_\_\_
- (2) is on river highway to the sea \_\_\_\_\_
- (3) has more than a million people \_\_\_\_\_
- (4) is transportation "hub" for \_\_\_\_\_ highways, railroads and airways
- (5) is on a high, dry plateau \_\_\_\_\_
- (6) is a center of trade \_\_\_\_\_
- (7) is a great tourist center because \_\_\_\_\_ of art, monuments, etc.
- (8) is important for manufacturing \_\_\_\_\_

**Comparisons between southern Italy and most of Spain.** All 13 of the following sentences are true of southern Italy. Read each one carefully. If it is true also of most of Spain, write *both* in the blank.

1. Summers are hot and dry. \_\_\_\_\_
2. Winters in the lowlands are \_\_\_\_\_ mild and rainy.
3. Winters in the highlands \_\_\_\_\_ are cold, raw, and rainy.
4. Sheep and goats graze on \_\_\_\_\_ the mountain slopes.
5. Farming is the chief work. \_\_\_\_\_
6. Much farm machinery is \_\_\_\_\_ homemade and crude.
7. Cattle are used as work \_\_\_\_\_ animals.



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Figure 98.

8. Most farmers make poor livings \_\_\_\_\_ in the picture? \_\_\_\_\_
9. Vineyards, orchards, olive \_\_\_\_\_ groves, grain fields, and vegetable gardens occupy most of the lowlands. \_\_\_\_\_
10. Soils are rich. \_\_\_\_\_
11. Lowlands near the coast \_\_\_\_\_ are most thickly settled. \_\_\_\_\_
12. There are no mineral resources of importance. \_\_\_\_\_
13. Textile mills furnish work \_\_\_\_\_ for factory workers in the large cities. \_\_\_\_\_
2. The pile of straw to the left was piled there after the wheat was threshed. What time of year was that? \_\_\_\_\_
3. The pumpkins are being cut up for cattle feed. Notice that the man is scraping the seeds and pulp into large pails. What animals will the seeds and pulp probably be fed to? \_\_\_\_\_
4. How might the two small boys help? \_\_\_\_\_

**Farm scene.** 1. The picture above was taken in the coastal lowlands not far from Naples. What farm crops are suggested

5. This farm is part of land that has been drained. The dirt ridge that crosses the picture beyond the farm land shows the location of the drainage ditch. What word would you use to describe the surface of this low land?

6. Can Vesuvius probably be seen from this farm? \_\_\_\_\_

7. Make a good title for the picture.

Richest part of Italy. 1. What part of Italy is the richest part?

2. Think of at least seven things which that part of Italy has more of than other parts of the country.

More \_\_\_\_\_

Colonies. In column 2, paragraph 3, on page 230, o.w.l., find sentences that explain why Italy was not "in" on the scramble for African possessions until after the better parts of Africa were taken. Tell why in your own words.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Greece

On the map. 1. How does Greece compare with Spain or with Italy in size (maps, pp. 78 and 84, o.w.l.)?

Greece is \_\_\_\_\_

2. What do you find to be true about large cities in Greece (map, p. 84, o.w.l.)

Greece has \_\_\_\_\_

3. How does Greece compare with Spain and with Italy in number of railroads shown on the map?

Greece has \_\_\_\_\_

4. Which one of the three countries has the least lowland area?

5. Being at the eastern end of the Mediterranean was an advantage in early days. Why is it of much less advantage today?

\_\_\_\_\_

\_\_\_\_\_

6. Name one thing that in recent times has kept Greece poor and the Greek people discouraged?  
W \_\_\_\_\_

Trade. 1. Olive oil, wines, and hides and skins have been exported from Greece. What crop or work does each suggest?

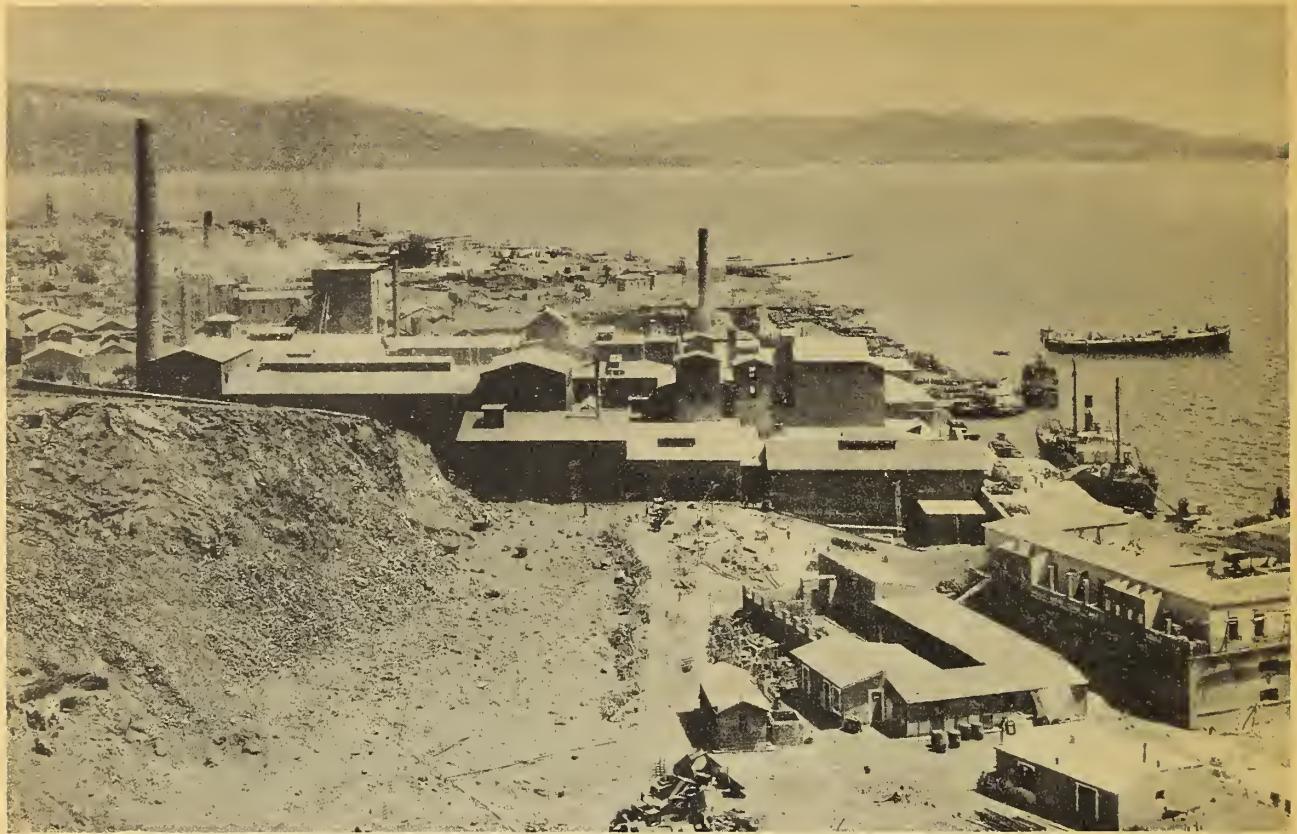
Olive oil \_\_\_\_\_

Wines \_\_\_\_\_

Hides and skins \_\_\_\_\_

2. Among the goods imported into Greece are—

grain      metals      forest products  
textiles    medicines    meat products  
salted, canned, and dried fish



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Figure 99.

What do you know about Greece that helps explain these imports—

(1) *Food* \_\_\_\_\_

(2) *Mineral products* \_\_\_\_\_

(3) *Forest products* \_\_\_\_\_

1. What two kinds of work do you find in the picture?

2. What suggests that the harbor is deep?

3. There are barrels piled along the wharf. For what may they be used?

4. Cement is being made in the building near the largest ship. Name something for which cement instead of wood can be used.

5. Would more, or fewer, factories help conditions in all Mediterranean lands?

6. Give the picture a title.

**Small seaport.** The small seaport in the picture is on the railroad that follows the coast west of Athens. It really is a suburb of the capital, for it is only 12 miles away.

# NORWAY AND SWEDEN

A pre-view. 1. Norway and Sweden occupy the Scandinavian Peninsula. Find this peninsula on the maps on pages 76, 78, and 84, o.w.l.

2. What likenesses do those maps show between the Scandinavian Peninsula and the peninsulas of Spain, Italy, and Greece?

---

---

3. What differences? \_\_\_\_\_

---

4. What other "peninsula" country that you have read about in your geography is near the Scandinavian Peninsula?

---

5. Are the people of that country backward and poor, or prosperous?

---

6. Do the pictures between pages 237 and 245, o.w.l., suggest that the people of the Scandinavian Peninsula are more like the Danes, or more like the people of the Mediterranean lands?

More like the \_\_\_\_\_

7. What kinds of work are suggested by those pictures?

---

8. As you read the stories about Norway and Sweden on pages 237-245, o.w.l., check your answers and look for differences between those two countries.

## Norway

Countries and work. 1. In what way is the surface of Norway like the surface of Switzerland?

---

2. In one way, shown on the maps, Norway is like the Netherlands. What is that way?

---

3. Decide which of the following lists names kinds of work that the Swiss people do. Write Switzerland on the blank above that list.

4. What country near Switzerland does the other list remind you of?

---

Write the name of that country in the other blank.

List I \_\_\_\_\_

Raising cattle on low pastures  
Making and selling butter and cheese  
Raising potatoes and some kinds of grain  
Using canals for transporting freight  
Carrying freight on ocean boats  
Catching salt-water fish

List II \_\_\_\_\_

Herding dairy cattle in high pastures  
Making and selling butter and cheese  
Raising potatoes and some kinds of grain  
Manufacturing with the help of water power  
Cutting trees on mountain sides

5. Draw a red line under each kind of work in either list that you found Norwegians doing in Norway.

Fishing

Dairying

Caring for tourists

Manufacturing

Trade

Transportation

Mountains

Long, irregular coast line

Many sheltered harbors, ice-free in winter

Much rain and snow

Short, cool summers

Long, cold winters

Forests

Scarcity of good farmland

Abundance of fish in near-by waters

Beautiful scenery

Midnight sun

Steep grasslands

Near-by markets

**Work and reasons.** 1. Draw a line from the word "Fishing" in the first column to each group of words in the second column that names something that helps explain why so many persons in Norway make their livings by fishing. Use your ruler in drawing the lines so they will be neat and straight.

2. Do the same with each of the other kinds of work listed in the first column, using a different color for each.

**Farms and factories.** 1. The picture at the top of the next page was taken in the "heart" of Norway. What part is that?

---

2. How would you describe the farm homes and farmlands in the picture?

---

3. Hay has been hung on poles in the field across the river. Why is it necessary to do this with hay and grain in most of Norway?

---

4. What resource other than farmland does the picture show?

---

5. There are dairy cattle grazing in the field to the right of the drying hay. What kind of weather do hay, dairy cattle, and forests suggest?

6. In the factory at the bottom of the next page, nitrates are made. Millions of tons of nitrogen compounds are used each year as fertilizer. In some years, fertilizers rank third among Norway's exports. What did you read about soils in parts of Norway that suggests the need of fertilizers?

---

7. In places where electricity is easily and cheaply made, chemical factories can make nitrates by using air as one raw material and water as another. What advantage does Norway have for making cheap electricity?

---

8. For what other kinds of manufacturing might the place in the picture be a good location?

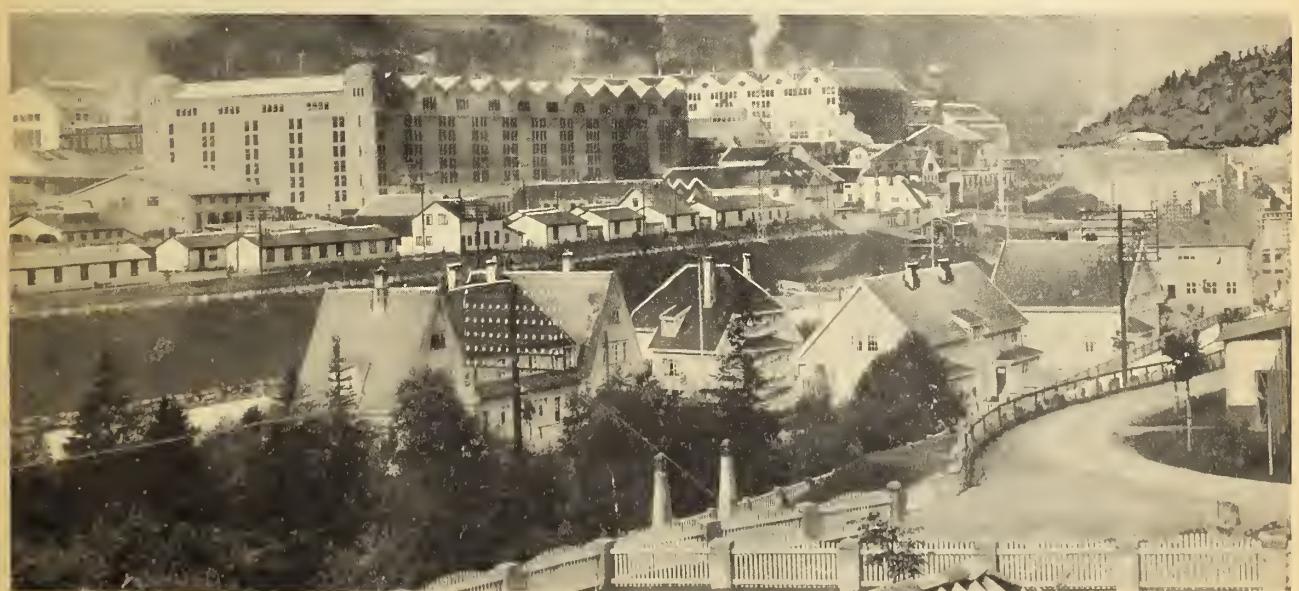
---

9. Make good titles for both pictures.



Norwegian Official Photo

Figure 100.



© Black Star

Figure 101.



Norwegian Official Photo

Figure 102. Airview of chemical plant shown in Figure 101

**From the air.** 1. The chemical plant in the mountain valley in the picture is the same one a part of which you see in Figure 101. How can you tell that the two pictures were not taken at the same time of year?

2. The arrow at the left edge of the picture shows where the camera was when Figure 101 was taken. Find the group of factory buildings shown in Figure 101.

3. The power plant where water power is changed into electricity is the large building farther up the valley. Find the light streak that looks somewhat like a road leading from the power plant to the group of factory buildings. That "road" is several huge pipes laid side by side. They are filled with wires. Tell what you think those wires carry.

from the \_\_\_\_\_

to the \_\_\_\_\_

4. The spillway that carries water from the power plant down the valley has been bridged in several places. Who, do you think, lives in the row of small neat houses on the left side of the spillway?

### *Sweden*

**Resources and work.** 1. Which of Sweden's four great natural resources does the picture on this page remind you of?

2. What probably was used for power in the sawmill?

3. What natural resource was used in making electricity?

4. What natural resource is being used on page 243, O.W.L.?

5. What likenesses do you see between that picture and Figure 100 in this book?

6. What mineral resource is being handled on page 241, O.W.L.?

7. What natural resource furnished much of the material for the pier and the ore boat in the picture?

8. Is Sweden's prosperity more, or less, connected with the sea than is Norway's?



© Monkmyer

**Figure 103. In Sweden**

# GERMANY

## *The Downfall of Germany*

**Moving backward.** 1. What has been a chief cause of Spain's present backwardness (p. 227, column 2, o.w.l.)?

2. For China's backwardness since that country became a republic (p. 141, o.w.l.)?

3. For Germany's moving backward in recent years?

4. What did Germany lose in World War I (p. 14, o.w.l.)?

5. As you read about the downfall of Germany on pages 246-248, o.w.l., make a list of the things that Germany lost during and after World War II.

**Two pictures.** 1. Find three words on page 246, o.w.l., column two, first paragraph, that would make a good title for Figure 200 on that page.

2. Find one word in the second paragraph, column two, on page 246 that would make a good title for Figure 201.

3. Tell in one word what made the difference that the pictures show.

**Germany after World War II.** 1. The map on the next page shows the four zones into which Germany was divided after the war. Choose a color for each zone and color it very lightly.

2. Complete the legend by coloring each square to correspond to the color you used for that zone.

3. What name was given to the zones controlled by France, Britain, and the United States after they were merged?

4. In the blanks on the map, outside Germany, write the names of the countries that border Germany.

5. In your geography you have read about the five countries that border Germany on the north, west, and southwest. Are those countries prosperous, or poor and backward?

6. Was Germany prosperous, or poor and backward, before World War II?

7. From page 334, o.w.l., find what the area of Germany is today.

\_\_\_\_\_ sq. mi.  
8. How does that area compare with the area of Texas (p. 336, o.w.l.)?

The area of Germany is a little \_\_\_\_\_ than half the size of Texas?

9. Berlin and Hamburg have more than a million people (Fig. 5, o.w.l.). Munich and six other German cities have more than 500,000. Are nine very large cities more, or less, than the number in Great Britain?

\_\_\_\_\_ In France? \_\_\_\_\_



Figure 104. Germany after World War II

10. Berlin is by far the largest German city. In what zone is it?

---

11. Find where most of the food for Germany's millions of city folk came before World War II by reading about German agriculture on pages 248-253, of your geography.

---

Food supply. How was food for the German people chiefly supplied before World War II?

---



---

## *Agriculture*

**Scientific agriculture.** 1. Three ways by which German farmers have been able to make their farms yield large crops are suggested below. Tell what each means.

Used chemicals \_\_\_\_\_

---

---

Practiced crop rotation \_\_\_\_\_

---

---

Practiced mixed farming \_\_\_\_\_

---

---

2. Suppose oxen like those in Figure 204, o.w.l., were replaced by a light tractor like the one in the picture on page 19, this book. How would that help to increase the supply of human food?

---

---

3. What neighboring country does the story of scientific agriculture in Germany remind you of?

---

**Crops and zones.** 1. Potatoes and vegetables are widely grown in all parts of Germany. Name two uses for potatoes.

---

2. The four grains named in the first paragraph on page 252, o.w.l., are grown in some places in all four zones. But the chief rye areas are in the British and Russian zones. Put two *R*'s in the northern part of each of those zones on Figure 104, in this book.

3. The chief oats and wheat areas are in the British and Russian zones. Put two *O*'s and two *W*'s in each of those zones.

4. The chief barley areas are in the U. S. zone. Put two *B*'s on the map in that zone.

5. Sugar beets are widely grown, but the chief area is either side of the boundary between the British and Russian zones. Put two *S*'s there on the map.

6. The most important grape and tobacco areas are in the French zone. Put a *G* in the northern half of the French zone and a *T* in the southern half.

7. Which two zones are the chief crop

areas of Germany? \_\_\_\_\_ and

\_\_\_\_\_ How does the map on page 78, o.w.l., help to explain why?

---

---

8. How does the map on page 78, o.w.l., help to explain the lesser importance of crops in the French and U. S. zones?

---

---

9. What important "crop" that the German people have "farmed" very carefully is the southern highland suited for? You can see places where this crop is growing in the pictures, pp. 251 and 253, O.W.L.

---

---

10. What does *erosion of the soil* mean?

---

---

11. Why are the forests in the U.S. and French zones of Germany of importance in preventing that kind of erosion?

---

---

Another crop. 1. What likenesses between Figure 15 on page 20 in this book and the picture on this page do you see?

---

---

2. What crop do you think the men in Figure 105 are harvesting?

---

3. Find a picture between pages 23 and 33 in your geography that shows the same crop.

Figure \_\_\_\_\_ page \_\_\_\_\_, O.W.L.

4. What is the chief use of this crop?

To make \_\_\_\_\_

5. The picture in Figure 105 was taken at a place north of Munich. As you read about German industry on pages 253-257, O.W.L., you will learn something about Munich that will remind you of the picture on this page and of the B's you put on the map in Figure 104 of this book.



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Figure 105. At harvest time

### *Industry*

Moving ahead. 1. When Germany became a united nation in 1871, it was rich in (1) minerals, (2) forest resources, (3) waterfalls for developing waterpower, (4) raw materials from its farms and forests, and (5) seaports facing toward the Atlantic. Would it be possible for a country to have all those advantages and still not build a strong, prosperous nation?

If your answer is yes (and it should be), tell what part the people and the government must play if the nation is to become strong and powerful.

---

---

---

2. How did well-trained scientists help German progress?

---

---

2. As you read about Germany's trade on pages 258-259, o.w.l., find what Hitler built at great expense before World War II to make it possible to move goods and people swiftly from one part of Germany to another.

Great changes. 1. Before World War II, Germany was one of the leading countries in overseas trade. How did it rank in that kind of work?

It was \_\_\_\_\_

2. Put a check mark in the blank before any of the following that help explain the great development of trade in pre-war Germany.

- (1) \_\_\_\_\_ the building of a huge fleet of ocean carriers
- (2) \_\_\_\_\_ the improvement and building of a vast system of railroads, canals, rivers, and highways
- (3) \_\_\_\_\_ the encouragement and help of a strong central government
- (4) \_\_\_\_\_ the use of science to improve farm lands, to discover new ways of making needed products, and to invent cheap ways of manufacturing both old and new products
- (5) \_\_\_\_\_ the remodeling of many public buildings so that they looked modern
- (6) \_\_\_\_\_ the growth of industries which used enormous quantities of raw materials

### *The West and Germany*

Great steps. 1. What kind of industry will free trade in steel and coal encourage in the six countries (West Germany, Italy, France, Belgium, the Netherlands, and Luxemburg) that are members of the free-trade treaty?

M\_\_\_\_\_

2. Why is the United States in favor of letting West Germany be prepared to wage war?

As a defense against R\_\_\_\_\_

3. What name is given to factories in which dyes, nitrates, drugs, medicines, plastics, or artificial fibers are made?

C\_\_\_\_\_ f\_\_\_\_\_

4. Which of the kinds of manufactures named in question 3 would nylon and rayon come under?

5. Which kind would celluloid come under? \_\_\_\_\_

Artificial indigo? \_\_\_\_\_

The answer. How were you reminded of Figure 105 and of the *B*'s (for barley) on the map in Figure 104, this book, when you read about Munich?

### *Trade*

Trade-ways. 1. What four ways of moving goods from or into Germany are shown on the map on page 78, o.w.l.?

\_\_\_\_\_

# BETWEEN EAST AND WEST

On the map. 1. Use the map on page 78, o.w.l., to help you find the countries numbered on Figure 106 on this page. Then write their names after their numbers below.

I. \_\_\_\_\_

II. \_\_\_\_\_

III. \_\_\_\_\_

IV. \_\_\_\_\_

V. \_\_\_\_\_

VI. \_\_\_\_\_

VII. \_\_\_\_\_

VIII. \_\_\_\_\_

IX. \_\_\_\_\_

2. After you have read page 261 and seven lines on page 262, o.w.l., underline with red the names of the three countries that the United States declared war against in World War II.

## Between-east-and-west countries. 1.

On the map on this page lightly color these countries red—Poland, Czechoslovakia, Hungary, Rumania, Bulgaria, and Albania. Those six countries have been brought under the complete control of Russia. Which two of them have no common land boundary with Russia?

A\_\_\_\_\_ and B\_\_\_\_\_

2. On the same map, cover Yugoslavia with parallel red lines like this. ////////////// Use your ruler to draw the lines.



Figure 106. Countries between East and West

straight and to keep them the same distance apart. Although not controlled by Russia, Yugoslavia is a Communist state—the people are ruled by a dictator. They are not free to plan their own lives or to say what they think about the government.

3. In Austria, on Figure 106, draw one east-west line and one north-south line so as to divide the country into four parts. Austria, like Germany, was divided into zones controlled by France, Britain, Russia, and the United States at the end of World War II. Three of those countries would like to have the four zones merged so that Austria can once more become a united country. This plan has been blocked by the other country. Which country do you think that "other country" is?

---

4. Of these nine between-east-and-west countries, Finland alone held out against Russia from the first. Its people love liberty and independence. Choose some color that you very much like to use in coloring Finland on the map, Figure 106.

List two words that you think are good ones to describe the people of Finland.

---

---

### *Finland*

Northlands. 1. Find Finland on the map on page 78, o.w.l. Finland is north of what east-west line on that map?

---

2. Find from the map on page 9 of this book what American land is about the same distance from the equator as Finland.

---

3. Among the natural resources of that American land are fish, forests, and minerals. Which of those resources are suggested by the picture on the opposite page?

---

4. Which pictures between pages 261 and 265, o.w.l., suggest the same resource?

Figures \_\_\_\_\_ and \_\_\_\_\_

---

5. What other resources are suggested by the pictures on pages 262 and 263, o.w.l.?

---

6. As you read the stories of Finland on pages 262-264, o.w.l., find out what the chief resources of Finland are and learn how the Finns take care of those resources.

Progress. 1. If you were to name reasons for Finland being able to make steady progress in the years since World War II, which of these things would you put first on your list—forests, fish, farmlands, the people, water power?

---

Tell why.

---

---

---

---

2. Which of the things named in question 1 was not mentioned in your geography?

---

3. Why is dairy farming more important in Finland than grain farming?

---

---

4. In what other European countries are forests treated as a "crop" and science used in their care?

S\_\_\_\_\_ G\_\_\_\_\_



© James Sawders

**Figure 107.** A modern pulp mill in southern Finland

**5. Find the men working on the sloping, log platform in the picture above. They are near a chute up which logs are being carried into the mill. Tell what you think will be done with the load of small timber being moved on the high conveyor.**

**6. Find in Figure 12 of this book something that came from a pulp mill. Question 8 on page 17 in this book will help you.**

## *Poland*

**Changes.** 1. Read "Ups and downs" on page 265, O.W.L.

2. The third item in the second column of question 6 below tells what was true of Poland between 900 and 1795. Finish copying that third item in the blank below.

Grew \_\_\_\_\_

3. Then, in question 6, draw a line from "900 to 1795" to that third item.

4. Which item in the second column of question 6 tells what was true of Poland for the nearly 130 years (1795 to 1918) after the country was divided into three parts by Russia, Prussia, and Austria?

Did not \_\_\_\_\_

5. In question 6, draw another line from "1795 to 1918" to that first item in the second column.

6. In the same way, match each of the other two periods of time with the correct item in the second column.

|                    |                           |
|--------------------|---------------------------|
| 900 to 1795        | Did not exist as a nation |
| 1795 to 1918       | Expanded westward         |
| 1918 to 1939       | Grew in size              |
| Since World War II | Restored as a nation      |

7. Question 6 above now tells the "ups and downs" of Poland in shorthand form.

**On the south.** 1. On the map on page 78, O.W.L., find the dot that stands for the city of Cracow just below the word Cracow. What north-south line touches that city?

2. The picture on the opposite page was taken near a place where that north-south line crosses Poland's southern boundary. What mountains do you see in the picture?

C \_\_\_\_\_

3. Do those mountains form a large, or

a small, part of Poland's southern boundary?

4. Why do they make a better boundary in time of war than the eastern or western boundaries of Poland?

5. As you read the other stories of Poland on pages 265-269, O.W.L., find out whether or not the changes in Poland's area after World War II brought more advantages than disadvantages to the Polish people.

**Post-war Poland.** 1. What did you find in answer to question 5 above?

2. What map in your geography would you use to show that Gdynia is still a part of

Poland? Figure \_\_\_\_\_, page \_\_\_\_\_, O.W.L.

3. Put a check mark before each of these kinds of work whose chances for growth are better now in Poland than before World War II.

- |   |               |
|---|---------------|
| _____ farming   | _____ trade   |
| _____ forestry  | _____ fishing |
| _____ manufacture of iron and steel                           |               |
| _____ manufacture of textiles                                 |               |
| _____ manufacture of food products (flour, meat, sugar, etc.) |               |

4. If you checked "farming," tell why there are better chances for that kind of work now.



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**Figure 108.** Looking toward a part of Poland's southern boundary

5. If you checked "manufacture of food products," tell why that kind of work has a better chance for growth.

---

6. If you did not check "forestry," tell why.

---

7. How will the growth of manufacturing help Polish farmers?

---

8. Poland is fortunate in having three sources from which the Polish people can make power to run machinery. What are they?

---

9. Select two things from the 11 items in column 1, page 111 of this book, that you think Poland needs.

---

---

10. What natural resources are shown or suggested in the place in the picture above?

---

---

## Czechoslovakia

War changes. 1. Do the maps on page 249, O.W.L., show that Czechoslovakia gained, or lost, land after World War II?

2. Find, by reading "Czechs and Slovaks" on pages 269-270, O.W.L., whether those changes came in the more progressive, or less progressive, half of the country.

In the \_\_\_\_\_

Meanings. 1. In the story of Poland, you learned that the country needed a "better balance between agriculture and industry." Which of these paragraphs tell what that means?

Number \_\_\_\_\_

(1) So large a part of the people are farmers that there is little land for each farmer; most farms are small. On these farms, most farmers raise only what they and their families need for food. They have little, if any, surplus to sell. As farmers do not have much to sell, they do not have money to buy manufactured goods. The few factory owners, then, do not have a home market on which to depend. (And they may not be able to buy the food they need in home markets.) They have to sell their goods in other countries. And if the people in other countries do not choose to buy their goods, the factory owners may have to go out of business.

(2) Farmers and factory workers quarrel among themselves. This causes loss of time. If time is lost, there are fewer farm products and fewer factory goods. So everyone has less to use.

2. In Czechoslovakia, agriculture and industry are balanced much better than in Poland. What do you think that means?

3. As you read the stories on pages 270-274, O.W.L., check your answer to question 2.

River highways. 1. On the map on page 133 in this book, draw a blue line along the Danube, Elbe, and Oder rivers.

2. What sentence about Czechoslovakia that you can find near the middle of the first column on page 270, O.W.L., could you now "illustrate" by the map on page 133?

"Much depends \_\_\_\_\_

\_\_\_\_\_ "

Resources and work. The lists at the top of the next column name resources, kinds of factories, and the chief crops and animals of Czechoslovakia.

1. Put a check mark before each kind of factory that uses things named in one of the three other lists.

2. Would you expect the factories before which you put check marks to use imported raw materials also?

Tell why? \_\_\_\_\_

3. Which two factories make "quality products"?

G\_\_\_\_\_ and p\_\_\_\_\_

4. Name one kind of chemical product.

*Resources*

|        |        |             |
|--------|--------|-------------|
| timber | coal   | water power |
| sand   | iron   | farmlands   |
| clay   | copper |             |
|        | lead   |             |
|        | silver |             |
|        | gold   |             |

*Factories*

|                      |              |
|----------------------|--------------|
| iron and steel mills | <i>Crops</i> |
| glass factories      | fruit        |
| porcelain factories  | apples       |
| breweries            | cherries     |
| sugar mills          | plums        |
| textile factories    | wheat        |
| shoe factories       | barley       |
| paper mills          | rye          |
| furniture factories  | oats         |
| chemical factories   | potatoes     |
| metal factories      | sugar beets  |
| flour mills          | hops         |

*Animals*

|        |         |
|--------|---------|
| cattle | poultry |
| hogs   | goats   |

**Slovakia.** 1. What two resources of Slovakia do you find in the picture on this page?

\_\_\_\_\_ and \_\_\_\_\_

2. The place in the picture is on the boundary between Bohemia and Slovakia. If you could see more of the houses in the village to the left of the picture, you would find them made of sawed lumber. And the roofs are shingled. On page 274, O.W.L., a place farther east in Slovakia is shown. List the things you can find in either picture that are told about in the story, "Among the Slovaks" on page 273, O.W.L.



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**Figure 109.** On the road to Hodonin

3. How would you describe the road in the picture above?

\_\_\_\_\_

**Likenesses.** 1. What building do you find in Figure 220, p. 275, O.W.L., that reminds you of something you read about Prague on page 272, O.W.L., and about Cracow on page 269, O.W.L.?

The \_\_\_\_\_

2. What other things do you find in that picture that you can find also in Figures 108 and 109 in this book?

\_\_\_\_\_

3. As you read the stories of Austria on pages 274-277, O.W.L., decide what that country needs in order to become prosperous. It is another country in which industry and agriculture are not balanced.



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Figure 110.

### Austria

**Too many city folk.** 1. The maps on page 249, o.w.l., show whether or not the area of Austria was changed after World War II. Was it?

2. World War I came to an end in 1918. For how many years, then, has Austria had too many city workers for the number of its farmers and other workers?

\_\_\_\_\_ years

3. The map on page 78, o.w.l., shows that Austria has six close neighbors. Which one is mostly mountainous like Austria?

4. What are some of the things the Swiss people have done (pp. 219-221, o.w.l.) that the Austrians might profit by doing?

**River port.** 1. The picture above was taken in Vienna. The water is part of the Danube Canal which carries water from the Danube River through the heart of the city. Vienna has been called the "Paris of the South." What things in the picture remind you of the part of Paris shown on page 86, o.w.l.?

2. To the left in the picture is a fish market. What do you think the buildings at the right may be?

3. Make a good title for the picture.



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Figure 111.

### Hungary

A pre-view. 1. In what way does the surface of Hungary differ greatly from that of Austria (p. 78, O.W.L.)?

Hungary is chiefly \_\_\_\_\_.

2. The map suggests that much of Hungary's surface is somewhat like the land in the pictures on page 280, O.W.L. How, then, would you expect to find a larger part of the population in Hungary making a living

than in Austria? By \_\_\_\_\_

3. Read the stories about Hungary on pages 277-281, O.W.L., before working on in this book.

Cities and villages. 1. What things in Figure 223, p. 279, O.W.L., remind you of the part of Paris shown on page 86, O.W.L.?

2. What two words, both starting with "b" would describe both cities?

b\_\_\_\_\_ and b\_\_\_\_\_

3. Does Paris still look much the same as in Figure 69, O.W.L.?

4. Find a Berlin picture in your geography that shows how thousands of buildings in Budapest looked after World War II.

Figure \_\_\_\_\_, page \_\_\_\_\_, O.W.L.

5. The picture above shows a Magyar village about 70 miles northeast of Budapest. In it you can find many of the things that are named in the story about a Magyar village on pages 279-281, O.W.L.

(1) Do you see any stores or shops? \_\_\_\_\_

(2) Any pond? \_\_\_\_\_ It probably is to the left of the open space.

(3) Where in the picture is the new well?

- (4) The trough against which the little boy is leaning is for watering stock. Tell how water is drawn from the well.
- 
- 
- 

## Rumania

Country of many peoples. 1. Read the title under Figure 226 on page 282, o.w.l. What is surprising about it?

---

---

---

- (5) Do the houses in the picture "fit" the description in the first paragraph in column 2, page 279, o.w.l.?
- 
- (6) Tell what you think may be a reason why the houses in the village are made of sun-dried brick instead of wood.
- 

2. How would you describe the place in the picture?

---

3. Do the farms in Figure 227, o.w.l., look thrifty and neat, or poorly cared for?

---

Some of those farms may be owned by Magyars, persons who came from Hungary.

4. The title for Figure 228, o.w.l., could be "In oil fields developed by American companies." Read the stories about Rumania on pages 281-285, o.w.l. They tell how people from other lands came to own land or have money invested in Rumania.

Crops. 1. A grain crop, a fruit crop, and a "smoke" crop named on page 281, o.w.l., are not in the list of Czechoslovakian crops on page 139 of this book. Name those three crops.

C\_\_\_\_\_, g\_\_\_\_\_, t\_\_\_\_\_

---

2. One of those crops is growing on the framework near the house at the left in Figure 111, this book. Which one is that?

---

3. Can you think of reasons why corn, grapes, and tobacco do well in Hungary but not in Czechoslovakia, Poland, or Finland? In answering this question, try to use some of these terms—"distance from the equator," "length of growing season," "barrier to cold winds," or "Carpathian Mountains."

---

---

---

Great natural wealth. Rumania has within its borders seven of the eight natural resources listed below. Put a check mark before each of those seven.

\_\_\_\_ good farmlands \_\_\_\_ metal ores

\_\_\_\_ coal \_\_\_\_ timber

\_\_\_\_ oil \_\_\_\_ water power

\_\_\_\_ river highway to the sea

\_\_\_\_ good pasture lands

Poor people. Name three things that have kept the Rumanian people poor and backward.

W\_\_\_\_\_, t\_\_\_\_\_, and harsh

g\_\_\_\_\_



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Figure 112.

**Factories and raw materials.** 1. What "home grown" raw materials could be used in Rumanian textile factories? Name three.

2. In Rumanian meat-packing plants?

3. In Rumanian flour mills?

4. The factory in the picture above is a beet sugar factory. How does the appearance of that factory remind you of Figures 228, O.W.L.?

Both look m\_\_\_\_\_

5. Make a good title for the picture.

6. Although there is little coal in the country, what two other sources of power for factories might be used?

\_\_\_\_\_ and \_\_\_\_\_

### Bulgaria

**Farther south.** 1. Find at least three ways in which the map on page 78, O.W.L., shows Bulgaria to be like Rumania.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Which country has the greater number of large cities?

3. In which country are more railroads shown on the map?

4. List four grain crops that you would expect to find grown on Bulgarian farms.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. As you read about Bulgaria on pages 285-289, O.W.L., watch for special crops.

Special crops. 1. With what special crop do some of the people work who live in the town on page 286, O.W.L.? T\_\_\_\_\_

2. The person who took the picture in Figure 230 found that most of the people in that town were Turks. What have you learned about Bulgaria (and Rumania, also) that helps explain why some towns are peopled with people whose ancestors came from other countries?

---

---

---

3. What special "crop" might be used in textile mills in Bulgaria?

S\_\_\_\_\_

4. The men in the picture on the opposite page are working at a distillery that uses the crop being harvested in the place shown on page 287, O.W.L. What product comes from this distillery?

A\_\_\_\_\_ of r\_\_\_\_\_

5. What are the men dumping into the vats?

---

6. The nearer vat has been filled and the cover lowered into place. The cover of the second vat is above the heads of the two men standing on the nearest oven platform. Some of the fuel to be used in the ovens is on the ground at the right.

Use the space under the picture to tell what happens between harvesting the roses and the costly perfume.

The shorter line is for your title.

## **Yugoslavia**

Reading first. Read the stories of Yugoslavia on pages 289-293, O.W.L., before working on in this book.

Western coast. 1. Cypress trees are tall. Their branches tend to grow upright instead of spreading widely. List the things named in the last paragraph on page 289, O.W.L., that you can find in the picture on page 290, O.W.L.

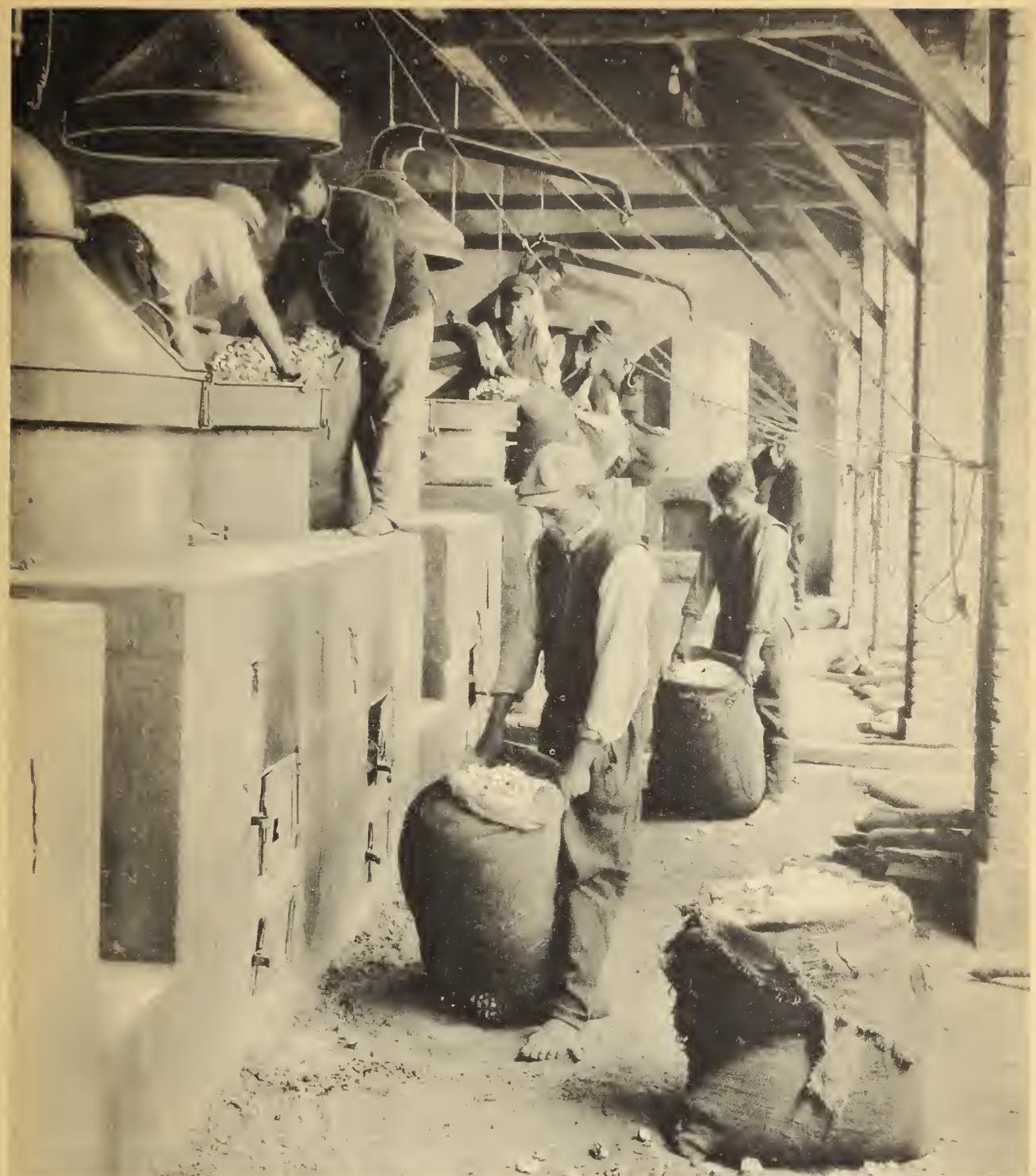
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2. On a separate sheet of paper, draw a sketch that shows how Ragusa fishermen fish for sardines. You might make the boats somewhat like those in Figure 193, O.W.L., without the rigging. Color your picture if you care to.

Then mount your sketch in the space below.



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Figure 113



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Figure 114.

Trieste. Everyone hopes that all peoples of Europe will be able to live peaceably one with another in time. When that time comes, what four countries could profit by sharing the port of Trieste?

---

---

Belgrade. 1. The picture above shows part of the water front at Belgrade. The river is the Sava which flows into the Danube near Belgrade. The Sava is shown but not named on Figure 60, O.W.L. Find it.

2. Wood for pulp is being unloaded from some of the railroad cars at the right and will be exported on one of the barges. Why can Yugoslavia export this product?

---

3. Sacks of grain are stacked under the

canvas near the cars. What leading two grain crops are grown in Yugoslavia?

---

4. What does the number of boats suggest about the importance of river trade to Belgrade?

---

5. Make a good title for the picture.

*Albania*

Drawbacks to progress. 1. After you have read the stories of Albania on pages 293-295, O.W.L., name the country's chief climate handicap.

D

2. What is the chief *surface* handicap?

M

3. What else has been a handicap?

W

# BRIDGE LANDS

## Peoples and Problems

**A name.** The first answer in this exercise is "none." After you have read pages 296-302, O.W.L., write the name of the country, sea, or continent suggested by the other groups of words in the other blanks.

1. None The number of bridge lands entirely in Europe
2. \_\_\_\_\_ The only bridge land in Africa
3. \_\_\_\_\_ The continent in which you find most bridge lands
4. \_\_\_\_\_ A long, narrow sea between Africa and Asia
5. \_\_\_\_\_ The continent in which you find the smaller part of Turkey
6. \_\_\_\_\_ The continent in which all of only one bridge land is found
7. \_\_\_\_\_ A small country bordering Iraq on the northwest
8. \_\_\_\_\_ A bridge land, part in one continent and part in another continent

Write the first letters of the eight answers in the blanks below, making only the first and fifth letters capitals.

The \_\_\_\_\_

**By air, land, or water.** Find each of these routes on Figure 5, O.W.L. Then write your answers in the blanks.

1. If you were going from Rome, Italy, to Bombay, India, by water, you would see the coasts of what two bridge lands?

2. If you were going from Athens to the nearest railway in Turkey and then by rail to Teheran, your trip would take you across parts of what four bridge lands?

\_\_\_\_\_

\_\_\_\_\_

3. If you were to go from Cairo to Delhi by air, you would fly over parts of what seven bridge lands?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Fill the blanks in this sentence with two words that name one reason why these bridge lands are so important.

The location of the bridge lands is at a

w \_\_\_\_\_ c \_\_\_\_\_  
for highways of trade and travel.

**An oil graph.** How many squares in the rectangle at the top of the next page?

Each square stands for 100,000 barrels of oil. How many barrels does the whole rectangle stand for?

\_\_\_\_\_ million barrels

It is estimated that this amount of oil is the average daily production from oil wells in all countries of the Old World (Figure 2 of this book).

By following the directions below the rectangle, make a graph that will show another reason for the great importance of the bridge lands.

Do not try to complete the legend until after you have made the graph.

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

- Near East      One square stands for 100,000 barrels
- Russia
- All other countries of Old World

**Figure 115.** Estimated daily oil production, Old World

1. Color blue the top row of squares and the first square in the second row. Those 11 squares stand for the average daily production of oil in the Near East.

2. Color red the next six squares in the second row. Those six squares stand for the estimated daily production of oil in Russia.

3. Leave the last three squares white. They stand for the estimated daily production of oil in Rumania and all other countries of the Old World.

4. Complete this sentence by filling in the blanks with the correct words.

The estimated daily production of oil in lands of the Near East is more than one \_\_\_\_\_ that of all the lands of the Old World put together.

5. What, then, is the second reason for the great importance of the bridge lands?

**Oil transport.** 1. On the map on page 297, o.w.l., find a peninsula jutting into the Persian Gulf. It is just south of the *N* in the word Persian on the map.

2. The picture on the opposite page shows parts of huge oil pipelines that carry crude oil from an inland oil field west of that

peninsula to a place on the coast near that peninsula. Notice how the pipelines dip and curve to fit the land.

3. Find three words, each beginning with the letter *d*, on page 296, o.w.l., that might be used to describe the kind of place shown in the picture.

---

4. Find the pipelines on Figure 238, o.w.l. To what sea do the main ones lead?

---

5. What advantages do pipelines that lead to the Mediterranean Sea have over those that lead to the Persian Gulf?

---

6. Look again at the picture on page 18, o.w.l. It shows a place near the head of the Persian Gulf. What city do you find on Figure 5, o.w.l., near that place?

B \_\_\_\_\_

7. What waters do tankers that load in the Persian Gulf have to pass through before they reach the Mediterranean Sea?

---

8. The toll for a 26,000-ton American tanker passing through the Suez Canal is more than \$17,000. Other freight charges on a trip to Britain from Iraq come to about \$45,000. Should lower cost be included in your answer to question 5?

---



Standard Oil Co. (N.J.)

Figure 116. Oil transport across part of the Arabian Desert

9. A new pipeline has been built across the Arabian Desert to connect the pipeline in the picture with the Mediterranean coast at a place north of Haifa. The new pipeline is more than 1000 miles long. It is said to have cost more than 200 million dollars. Do you think this new pipeline will pay?

\_\_\_\_\_ Tell why. \_\_\_\_\_

---

---

**Nomads and farmers.** 1. Could the kind of work shown at the top of page 299, O.W.L., ever be done in the place in the picture on this page?

\_\_\_\_\_ If your answer is "yes," tell when.

---

2. Could the kind of work shown in Figure 240, o.w.l., be carried on in the place in Figure 116?

\_\_\_\_\_ Tell why. \_\_\_\_\_

---

### *Bridge-land Countries*

**Turkey.** 1. After you have read the stories about Turkey, pages 303-306, O.W.L., tell why waterways controlled by Turkey are of great concern to the "Great Powers."

Fear of w\_\_\_\_\_

2. What does Turkey have the right to do to the Bosphorus *only* in time of war?

3. Use the scale of miles on the map on page 305, O.W.L., to estimate the length of the Bosphorus.

About \_\_\_\_\_ miles

4. About how wide is the Bosphorus at a place near the second "o" in the word Bosphorus?

About \_\_\_\_\_ miles

That is only a little more than twice the width of the Hudson River at New York.

5. Of the three kinds of work pictured on page 299, O.W.L., which two show the ways the largest numbers of Turkish people make their livings?

Figures \_\_\_\_\_ and \_\_\_\_\_

6. Has Turkey benefitted, or lost, by engaging in war?

By having a ruler like Ataturk? \_\_\_\_\_



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Figure 117.

Egypt. 1. After you have read the stories about Egypt, o.w.l., tell why it is a land chiefly of farmers.

2. Is a large, or a small, part of Egypt farmed?

3. Cairo is about 50 miles from the sea. The irrigated land upstream from Cairo is about ten miles wide at its widest part. Which direction from Cairo is upstream?

4. What east-west line goes through Cairo on the map? \_\_\_\_\_° New Orleans is the same distance from the equator as Cairo. What farm crop is exported in large quantities from both cities?

5. Find Alexandria downstream from Cairo on the map on page 8, o.w.l. Is it on a

mouth of the Nile? \_\_\_\_\_ Can you suggest a reason why none of the mouths of the Nile makes a good harbor?

6. Why might the title used for Figure 52 on page 70, o.w.l., be a good title for the picture above?

7. Make a good title for the picture in which you name one old and one new item.



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Figure 118.

Reading. Do not work further in the exercises on this page or on pages 152-154 of this book until after you have read pages 308-315, o.w.l.

Israel and Jordan. 1. Which of the items listed below makes Israel

(1) of special importance to Britain?

(2) of special importance to Christians, Jews, and Mohammedans?

(3) of interest to all countries?

Oil pipeline from Iraq  
The Suez Canal  
Jerusalem

2. Only one orange grove in Figure 250, page 309, o.w.l., is not a young grove.

Can you find that one? Tell how you know which one it is.

3. By which one of the kinds of work shown in the pictures on pages 299 and 303, o.w.l., do most people in Jordan make their living? By that in Figure \_\_\_\_\_

4. Which two of those pictures show places in Jordan?

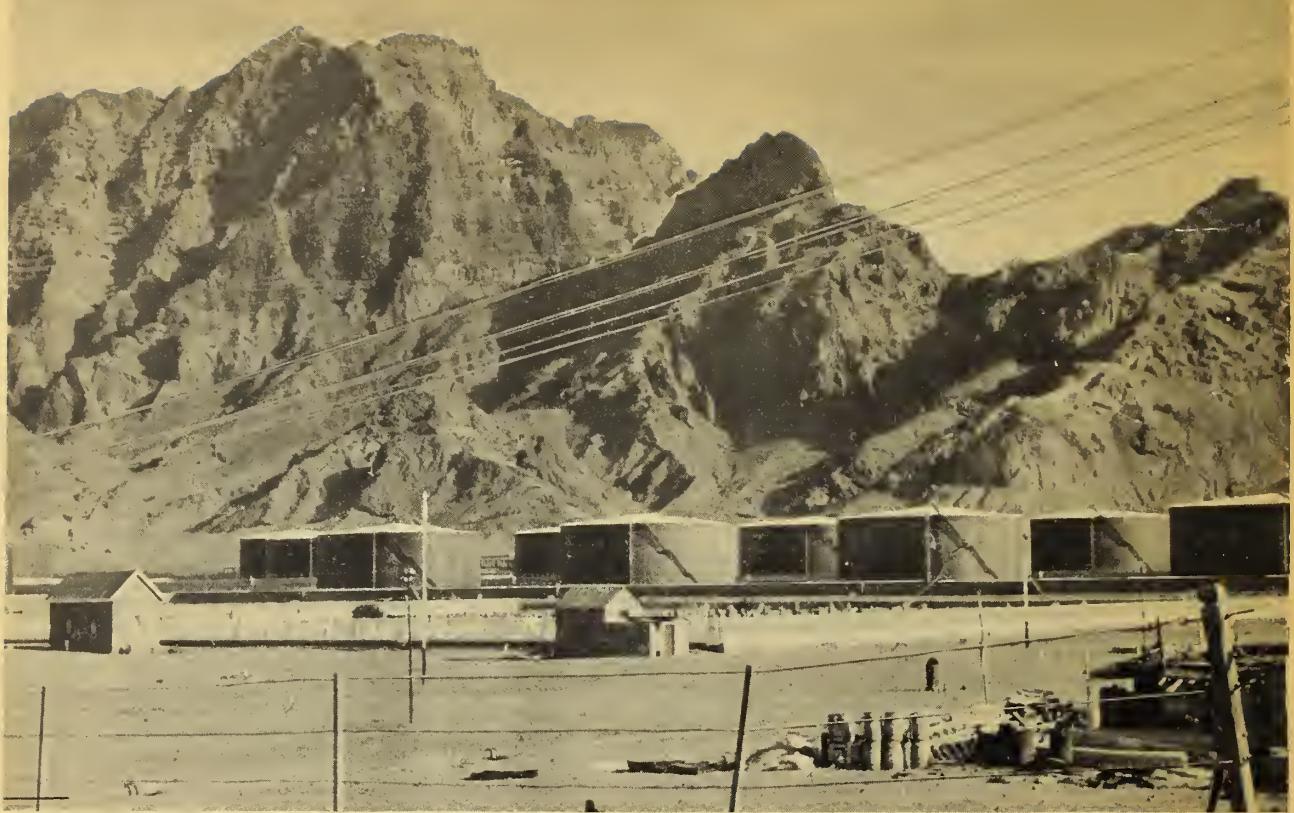
Figures \_\_\_\_\_ and \_\_\_\_\_

5. The picture above was taken in Israel. What suggests that part of a new settlement is shown?

The \_\_\_\_\_

6. The camels are loaded with fertilizer for near-by fields. Name three kinds of crops that may be grown in those fields.

7. Make a title for the picture.



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Figure 119.

Iraq. 1. What four kinds of work do the pictures on pages 310 and 311, o.w.l., suggest?

\_\_\_\_\_

2. What kind of work does the picture above suggest? It is a "tank farm" near Kirkuk.

\_\_\_\_\_

3. What do you know to be true of the weather at Kirkuk?

It is h\_\_\_\_\_ and d\_\_\_\_\_.

4. What picture in this book reminds you of something that connects Kirkuk with the Mediterranean Sea?

Figure \_\_\_\_\_

5. Make a title for Figure 119 in which you use the words "tank farm."

Syria and Lebanon. 1. How does Lebanon compare in size with the other bridge lands (map, page 297, o.w.l.)?

It is \_\_\_\_\_

2. What picture on page 299, o.w.l. would you select to show how most of the surface of Lebanon looks?

Figure \_\_\_\_\_

3. How does the map, page 128, o.w.l., help explain why Lebanon, although only one tenth the size of Jordan, has about the same number of people?

4. The trade of Syria and Lebanon is small, of course, when compared with most countries having greater resources. Among the exports of the two countries are:

|                        |            |
|------------------------|------------|
| olive oil              | wool       |
| beans, peas, lentils   | barley     |
| citrus and other fruit | tobacco    |
| hides and skins        | raw cotton |

What two kinds of work do those exports suggest?  
\_\_\_\_\_ and \_\_\_\_\_

5. Among the imports of those countries are cotton cloth, mineral and fuel oils, iron and steel goods, machinery, wood and wood products. By what three kinds of work are those goods produced?  
\_\_\_\_\_

6. Would Lebanon vegetables sent into Jordan for sale be an export of Lebanon?  
\_\_\_\_\_ Tell why.  
\_\_\_\_\_

**Iran.** 1. What changed Iran from a vast barrier land to a "highly prized country"?

\_\_\_\_\_

2. What signs of that change would you expect to see if you were to visit Iran?  
\_\_\_\_\_

3. What reminders of pre-oil days would you expect to see?  
\_\_\_\_\_

4. What might you want to buy to bring back with you?  
\_\_\_\_\_

**Afghanistan.** 1. Find Afghanistan on Figures 5 and 107, o.w.l. In the high mountains of the country, water is stored in the form that you see it in the high mountains on page 313, o.w.l. What is that way of storage?  
\_\_\_\_\_

2. What resources, other than farm and grazing lands, does the country have?  
\_\_\_\_\_

3. At the end of World War II, Afghanistan had exported enough skins, wool, cotton, rugs, carpets, and other things to build up a credit of 100 million dollars. Some of that money was spent for schools. The country wants to build highways and factories, and make other improvements.  
What cheap source of power might be developed?  
\_\_\_\_\_

What raw materials for cloth are produced "at home"?  
\_\_\_\_\_

**Saudi Arabia.** 1. What signs of change that you listed for Iran could you list also for Saudi Arabia?  
\_\_\_\_\_

2. What changes have desert wells (often drilled by employees of oil companies) brought to the desert nomads of Arabia?  
\_\_\_\_\_



Courtesy of C. W. Sorensen

Figure 120. In the edge of the Arabian Desert

**Work, places, and people.** 1. Of the three chief natural resources of the bridge lands—oil, grasslands, and lands suitable for raising crops—the one in the picture above is the most widespread.

Explain why. \_\_\_\_\_

3. Food, clothing, and shelter are the three chief needs of mankind. How do the flocks of the nomads supply the nomads with food?

\_\_\_\_\_

2. Name two other animals that commonly are raised by nomads of these dry lands.

\_\_\_\_\_ and \_\_\_\_\_

4. With clothing? \_\_\_\_\_

\_\_\_\_\_

5. With shelter? \_\_\_\_\_

# WE AND THE WORLD

## A Changing World

**Man-made changes.** After you have read pages 316-320, O.W.L., study the picture below carefully. Then use the blanks below the picture to tell what man-made changes will result from building that dam.



Figure 121. \_\_\_\_\_

**Nature-made changes.** Some of the forces of Nature are listed at the left in the next column. Some of the results of those forces are listed at the right.

On the blank line under each force, list by number some of the results which that force causes or has caused. For example, in parts of Europe and North America, ice sheets have scraped away good soil from great areas. On the blank under ice sheets, put the number 5.

| <i>Forces</i>            | <i>Results</i>  |
|--------------------------|---|
| Ice sheets have<br>_____ | 1. built deltas<br>2. caused floods<br>3. changed the courses<br>of rivers  |
| Winds have<br>_____      | 4. destroyed forests<br>5. scraped away good<br>soil from great areas   |
| Rainfall has<br>_____    | 6. destroyed towns<br>7. made lakes   |
| Rivers have<br>_____     | 8. washed away strips<br>of seacoast<br>9. carried and deposited<br>fertile soil on the land  |
| Oceans have<br>_____     | 10. caused dust storms<br>11. worn away their banks<br>12. broken through sand-<br>dune dikes<br>13. filled reservoirs with<br>silt |

**Re-reviewing pictures.** List at least one change that man has made, as shown by the pictures on these pages in your geography.

*Page 15* \_\_\_\_\_

*Page 23* \_\_\_\_\_

*Page 115 (top)* \_\_\_\_\_

*Page 140* \_\_\_\_\_

*Page 181* \_\_\_\_\_

Page 214

Page 247

Page 254 :

Page 259

Page 267 \_\_\_\_\_

Page 272

Page 292 \_\_\_\_\_

Page 301

Page 314

In a shrinking world. In earliest days, mankind traveled on foot, covering about 25 miles in a 12-hour day. Before the steam engine was invented, the fastest way of traveling was by stagecoach. A trip of 50 miles was a good day's journey by stagecoach.

1. Let the dot inside the smallest circle on the next page stand for your school.

2. The smallest circle stands for the boundary of an area within which it would be possible for people to come to your school in a 12-hour day by walking. Would you know all or nearly all of those people?

3. The second circle from the center helps you to think of the larger number of people who could come to your school in a 12-hour day by stagecoach.

Put two very tiny S's inside that circle to stand for stagecoach travel.

4. The third circle from the center helps you to think of the much larger number of people who could come to your school in a 12-hour day by automobile or bus.

Draw four inward pointing arrows from that circle. Write *auto* on two of them; *bus* on the other two.

5. The largest circle encloses the area from which the still greater number of people could come to your school in a 12-hour day by swift Diesel-engined trains.

Draw four inward pointing arrows from that circle and write *trains* on each of them.

6. By what means of transportation would it be possible to bring a vastly greater number of people to your school in a 12-hour day?

By \_\_\_\_\_

Draw four inward pointing arrows starting from the corners of the page and write your answer on each of them.

7. Think of the millions and millions of people that airplanes could bring to your school in a 12-hour day. Would you know a large, or a very small, part of those people?

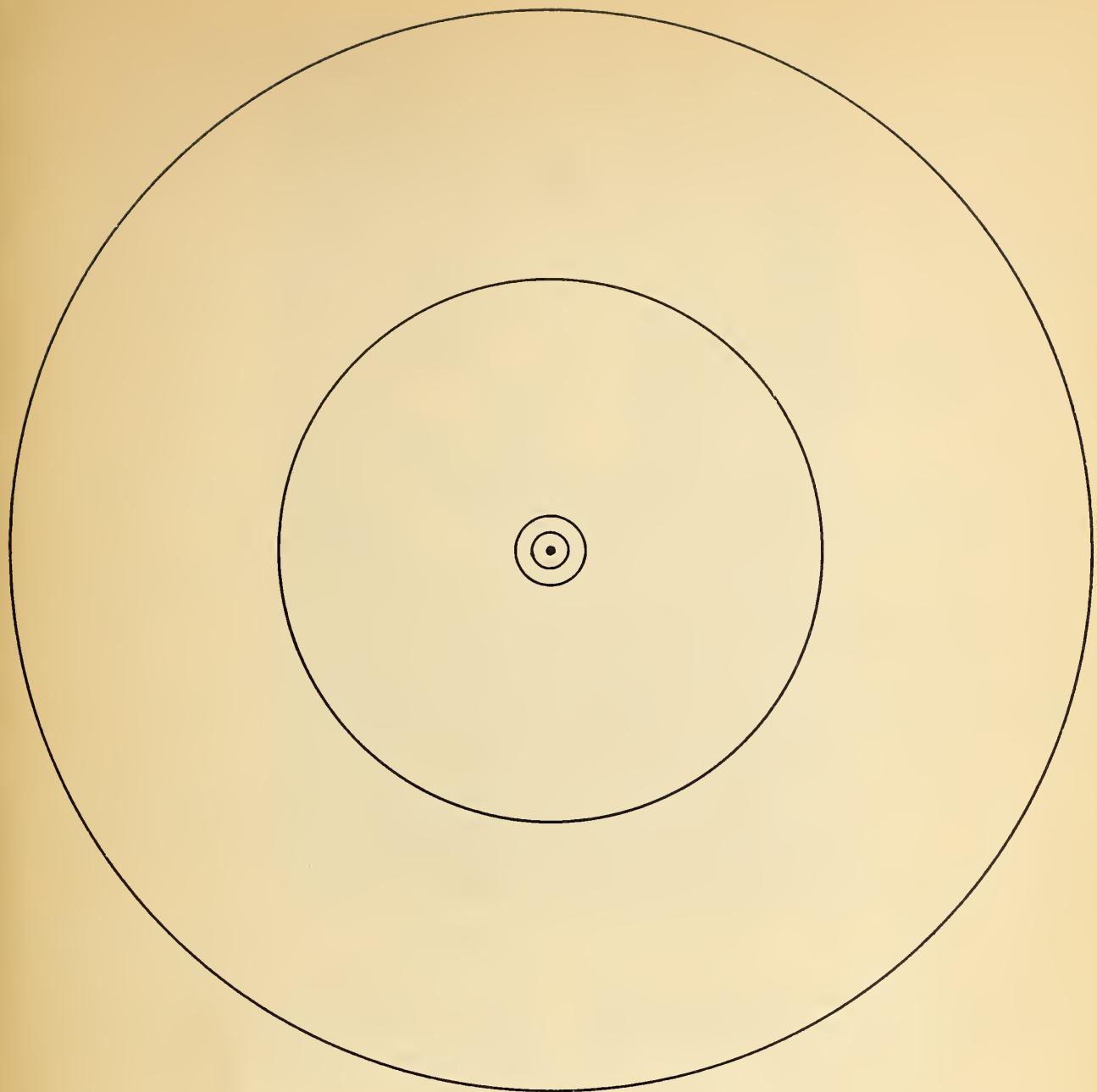
8. Which of these three things has shrunk in this changing world? Draw a circle around your answer.

9. Which of those three things has expanded amazingly?

Number \_\_\_\_\_

10. Use the lines under the diagram to tell in your own words how the circles and arrows illustrate the need for everyone to understand all the peoples of the world and to be friendly "neighbors" to all.

11. List three or four recent inventions other than the airplane that have helped to make our world a changing world.



**Figure 122.** In a shrinking world

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## *A Troubled World*

**Problems.** 1. Do most boys and girls in the world have a right to be happy?

2. Do they have a right to have enough to eat?

3. Should they be able to feel safe and secure in their own homes?

4. It is estimated that at the beginning of 1949 more than half the children in the world had been hungry and afraid all their lives.

After you have read pages 320-328, O.W.L., write yes before any items in "Things that need doing" on this page that you think should be done if boys and girls everywhere are to be free from hunger and fear.

## *World Resources and Trade*

### Things that need doing

- \_\_\_\_\_ 1. Outlaw war
- \_\_\_\_\_ 2. Make a world inventory of natural resources as the first step in conserving them
- \_\_\_\_\_ 3. Teach people in all countries how best to use their natural resources
- \_\_\_\_\_ 4. Give independence or self government to all colonies who want, and are ready, to be free of outside control
- \_\_\_\_\_ 5. Teach the real meaning of independence to everyone in all countries
- \_\_\_\_\_ 6. Give money (credit) to poorer countries under a plan whereby those countries can sometime repay what they borrow

- \_\_\_\_\_ 7. Draw up rules to control the development of oil, mineral, and other resources of one country by persons from another country (Those rules should prevent the "lion's share" of the profits being taken outside the country, for that would leave the people and the country as poor as before)
- \_\_\_\_\_ 8. Establish trade agreements, wherever possible, that would remove trade barriers and increase trade
- \_\_\_\_\_ 9. Provide schools and training centers so that everyone who cares to can attend
- \_\_\_\_\_ 10. Encourage all measures that will help people of one nation to understand the peoples of all other nations

## *The United Nations*

**Working toward union.** As you read pages 328-333, O.W.L., you will learn some of the ways in which the United Nations works for a better world.

**A symbol.** 1. The symbol on the opposite page is the one decided upon as the symbol of the United Nations. Only one continent is left off the globe map in the center of the symbol. What one is that?

2. Why could that continent be left off without offending anyone?

3. Print the names of the other continents on the areas which stand for those continents on the symbol.

4. On the line after the figure number, write "Symbol of the United Nations."

5. On the lines at the left side of the symbol, put the names of the qualities that you think people must practice if lasting peace is to come to the world. (See page 332, O.W.L.)



Figure 123.

6. On the lines at the right side of the symbol, put the names of the things that the United Nations is trying to promote or encourage.

**Departments and work.** The five departments of the United Nations that are named in your geography are named also on the diagram on the next page. Notice that the General Assembly is joined to each of the other four departments. The members of the General Assembly elect part or all of the persons who are members of the other departments. Both the members of the General Assembly and of the Security Council elect the members of the International Court of Justice.

1. See if you can find out the name of

the person who is Secretary-General of the United Nations. Write his name here.

2. Each of the following paragraphs describes the chief work of one of the departments named in the diagram. After you have decided which one, write the number of that paragraph within the square on the diagram that names that department.

I. Its main business is to discuss and make recommendations for accomplishing the things that are mentioned in the Charter of the United Nations. These things all are important for the future peace and happiness of the world.

INTERNATIONAL

COURT

(15 Judges)

Elected by the  
General Assembly  
and the Security  
Council

SECURITY  
COUNCIL

(11 members)

Six members  
elected by the  
General Assembly

GENERAL ASSEMBLY

(60 members)

June, 1954

TRUSTEESHIP  
COUNCIL

(12 members)

June, 1954

Half of the mem-  
bers elected by the  
General Assembly

Figure 124

- II. Its main business is to promote things that will further the well-being of colonial peoples who live in areas that have been made "trust territories."
- III. Its main business is to study and suggest ways for improving conditions of health, education, work, and living for all peoples everywhere.
- IV. Its main business is to keep the peace by seeing that all disputes that might cause trouble, serious enough for war between countries, are settled peacefully.
- V. Its main business is to settle legal disputes. These legal disputes are those which require decisions about what is meant by international law.

## To the Teacher

Thinking is an individual matter. But materials can be prepared and presented in such a way that the "temptation to think is well-nigh irresistible." MY BOOK ABOUT OLD WORLD LANDS has been written in the hope of providing such a temptation. Many of the experiences offered are of types which can be provided in no other way, because it is impossible for teachers to obtain in other ways the valuable visual-education materials *for individual use* here supplied.

It also is practically impossible for teachers to find time and means for the preparation of mimeographed material that is (1) adequate for guidance in reading, (2) adequate for encouragement of expression of various types, and (3) adequate for the gradual development in individuals of special skills, abilities, and attitudes. By these, I mean map-reading skill, picture-reading skill, the ability to think logically in applying knowledge to new situations, and attitudes that hinge on successful accomplishment along such lines. There are no greater incentives to individual growth of the sorts just named than the satisfaction of successful accomplishment and the pleasure of seeing the tangible results of one's efforts accumulate.

All material in this book is organized under chapter headings identical with those in OLD WORLD LANDS. The same may be said for most sub-chapter headings. The division of the material into small sections makes for great flexibility. Good stopping places are numerous.

Most pupils will have had at least two years of geography in earlier grades. Since this is the case, pupils are given many opportunities to draw upon past experiences and to use previously acquired skills in reaching tentative conclusions. Subsequent reading is done to check those conclusions.

In the main, the exercises that follow the reading of associated text call for thinking about what has been read. The answers are the end product of that thinking. See, for example, the list of Japanese imports and exports on page 98. The pupil will instantly spot raw wool as an import. Knowing that Japan's trade has been characterized by importation of raw materials and exportation of manufactured goods, and knowing *why* this has been so, his reasoning tells him that knitted goods would be exported. In this connection, it will be helpful to go over with the pupils the letter addressed to each of them, before starting the work in this book.

Expression is not confined to expression in writing. Data are recorded on maps, pictures are drawn, colored, or completed suggested. The map similar to the data record map showing general exercise affords experience itself is not important.

### RECOMMENDED FOR USE IN ALBERTA SCHOOLS

G 126 B27 v.3 wkbk. C. 2  
Barrows, Harlan Harland, 1877-  
Man in his world;

39566664 Curr

v. 3

WKBK.

C. 2

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OUT THE AMERICAN  
For example, an acre is  
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example. Some pupil will  
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every teacher to devote  
e been neglected because  
herein offered.

The Author



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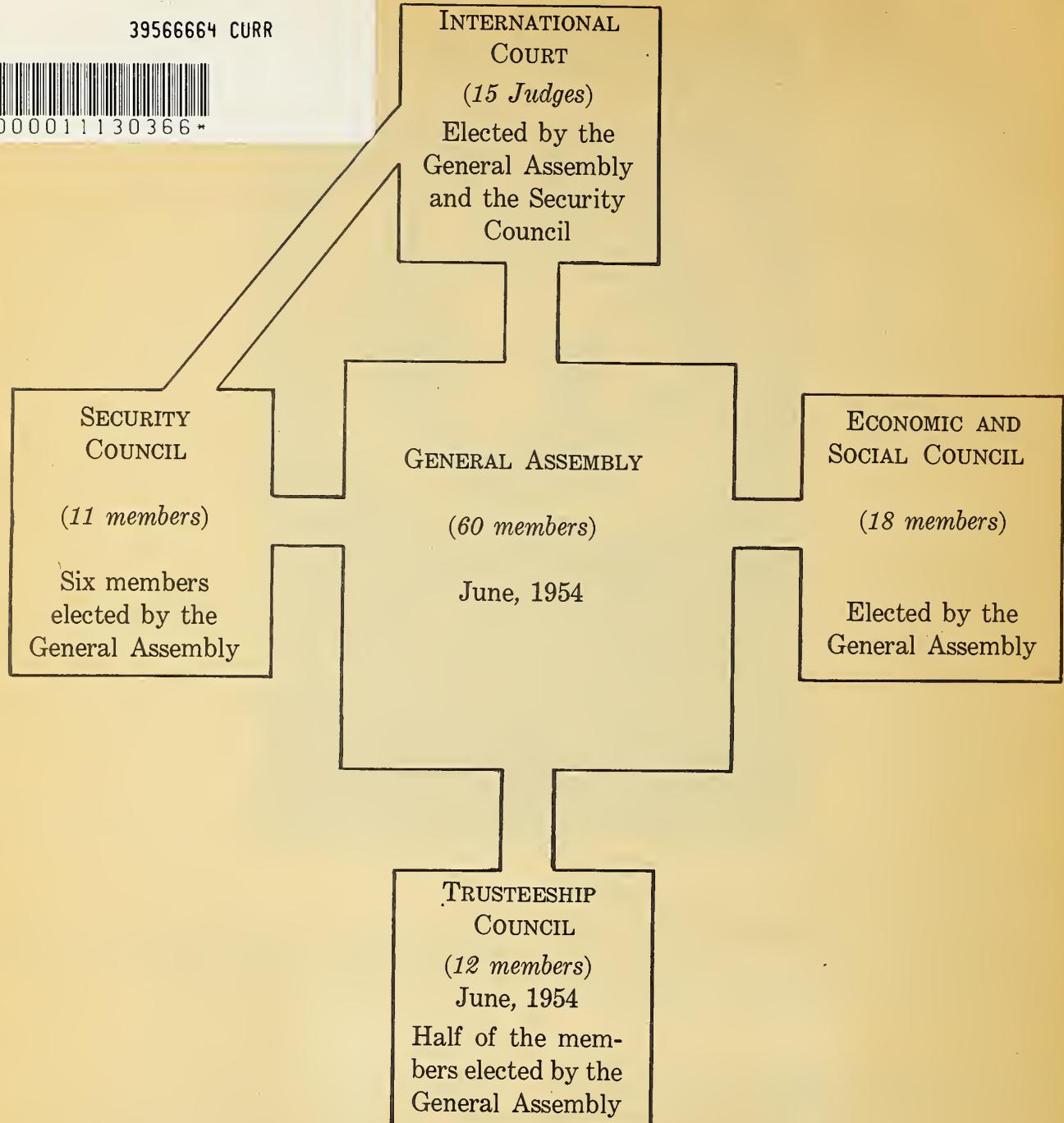


Figure 124

- II. Its main business is to promote things that will further the well-being of colonial peoples who live in areas that have been made "trust territories."
- III. Its main business is to study and suggest ways for improving conditions of health, education, work, and living for all peoples everywhere.
- IV. Its main business is to keep the peace by seeing that all disputes that might cause trouble, serious enough for war between countries, are settled peacefully.
- V. Its main business is to settle legal disputes. These legal disputes are those which require decisions about what is meant by international law.

## To the Teacher

Thinking is an individual matter. But materials can be prepared and presented in such a way that the "temptation to think is well-nigh irresistible." MY BOOK ABOUT OLD WORLD LANDS has been written in the hope of providing such a temptation. Many of the experiences offered are of types which can be provided in no other way, because it is impossible for teachers to obtain in other ways the valuable visual-education materials for individual use here supplied.

It also is practically impossible for teachers to find time and means for the preparation of mimeographed material that is (1) adequate for guidance in reading, (2) adequate for encouragement of expression of various types, and (3) adequate for the gradual development in individuals of special skills, abilities, and attitudes. By these, I mean map-reading skill, picture-reading skill, the ability to think logically in applying knowledge to new situations, and attitudes that hinge on successful accomplishment along such lines. There are no greater incentives to individual growth of the sorts just named than the satisfaction of successful accomplishment and the pleasure of seeing the tangible results of one's efforts accumulate.

All material in this book is organized under chapter headings identical with those in OLD WORLD LANDS. The same may be said for most sub-chapter headings. The division of the material into small sections makes for great flexibility. Good stopping places are numerous.

Most pupils will have had at least two years of geography in earlier grades. Since this is the case, pupils are given many opportunities to draw upon past experiences and to use previously acquired skills in reaching tentative conclusions. Subsequent reading is done to check those conclusions.

In the main, the exercises that follow the reading of associated text call for thinking about what has been read. The answers are the end product of that thinking. See, for example, the list of Japanese imports and exports on page 98. The pupil will instantly spot raw wool as an import. Knowing that Japan's trade has been characterized by importation of raw materials and exportation of manufactured goods, and knowing why this has been so, his reasoning tells him that knitted goods would be exported. In this connection, it will be helpful to go over with the pupils the letter addressed to each of them, before starting the work in this book.

Expression is not confined to expression in writing. Data are recorded on maps, pictures are drawn, colored, or completed suggested. The map similar to the data record map showing general exercise affords experience itself is not important.

This book gives places equidistant from lands at the same date in earlier grades.

Special geography such a way as to CONTINENTS, correctly oriented as "about the

Some items are argued that roads are instead of "6." That page 124 is another important that each project.

Each teacher will project. The guidance more of herself to the so much teaching effort.

## RECOMMENDED FOR USE IN ALBERTA SCHOOLS

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Barrows, Harlan Harland, 1877-  
Man in his world;

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on maps, pictures are drawn, many uses other than those data for each country similarly pupil is asked to sketch a connection to Kaihsienkung. This other situations. The map

es on the map in finding mental likenesses between world pattern begun in

are used in this book in OUT THE AMERICAN For example, an acre is als on pages 61 and 62.

example. Some pupil will do so would number it "4" he exercise at the top of is not important. It is interesting.

er into the spirit of this : every teacher to devote e been neglected because herein offered.

The Author

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MY BOOK

NAME \_\_\_\_\_

MAN IN HIS WORLD  
SILVER BURDETT  
COMPANY